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The North Carolina State Testing Results

Preliminary Data

Multiple-Choice
North Carolina Grade 3 Pretest,
End-of-Grade (Grades 3-8),
Alternate Assessment Academic Inventory (AAAI),
Alternate Assessment Portfolio (AAP),
High School Comprehensive, and
End-of-Course Tests

Reporting on the state and 117 public school systems and 93 charter schools

Published September 2003

"The Green Book"

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Preliminary Report of The North Carolina State Testing Results

2002-03

Multiple-Choice
North Carolina Grade 3 Pretest,
End-of-Grade (Grades 3-8),
Alternate Assessment Academic Inventory (AAAI),
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Preliminary Report

The North Carolina State Testing Results,
Preliminary Report, 2002-03
Grade 3 Pretest, End-of-Grade (Grades 3-8),
Alternate Assessment Academic Inventory (AAAI),
Alternate Assessment Portfolio (AAP),
High School Comprehensive,
and End-of-Course
Multiple-Choice Tests

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Preliminary Grade 3 Pretest Multiple-Choice Results

Table 1. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Results Statewide Summary Preliminary Report

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	Read	Reading*	Mathematics**	ics**
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551	65.3%	94,846	8.2
1997-98	99,583	65.3%	130.2	8.0
1998-99	101,394	8.5	101,639	74.7%
1999-00	102,143	69.8%	102,309	76.9%
2000-01***	102,200	8.4	102,484	8.1
2001-02	139.3	72.8%	237.1	82.8%
2002-03	102,377 238.8	72.9%	102,603	84.9%

Notes: * Prior to 2002-03, the grade 3 pretest reading scale score range was 119 to 162; beginning in 2002-03, the grade 3 pretest reading scale score range.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

^{**} Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154, beginning in 2000-01, the grade 3 pretest mathematics scale score is 213 to 264. The adjusted level ranges for reading generated in 2002-03 are used to calculate all data since 2002.

range is 211 to 260. The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.
***The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Preliminary Report

Table 2. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments,

Excluded Due to Limited English Proficiency, and Absent

Grade 3 Pretest Reading

						Reading				
						0				
Category	Number of	Percent of	Number	Percent	Number Alternate	Percent Alternate	Number Excluded	Percent Excluded	Number	Percent
	Records ²	Records	Tested	Tested	Assessments ³	Assessments	Due to LEP	Due to LEP	Absent	Absent
Total (Verified Membership = $106,181^{1}$)	106,376	100.0	102,377	96.2	2,358	2.2	416	0.4	410	0.4
Female	51,597	48.5	50,108	97.1	820	1.6	196	0.4	189	0.4
Male	54,774	51.5	52,266	95.4	1,538	2.8	219	0.4	220	0.4
Asian	1,776	1.7	1,673	94.2	52	2.9	33	1.9	11	9.0
Black	30,676	28.8	29,383	95.8	812	2.6	7	0.0	138	0.4
Hispanic	6,980	9.9	6,125	87.8	451	6.5	342	4.9	31	0.4
American Indian	1,600	1.5	1,551	6.96	39	2.4	0	0.0	2	0.1
Multi-Racial	2,335	2.2	2,275	97.4	36	1.5	2	0.1	6	0.4
White	57,599	54.1	56,108	97.4	892	1.5	=======================================	0.0	207	0.4
Other	5,405	5.1	5,259	97.3	75	1.4	21	0.4	11	0.2
Title I	56,246	52.9	53,953	95.9	1,419	2.5	246	0.4	163	0.3
Schoolwide Program	53,176	50.0	50,963	95.8	1,388	2.6	216	0.4	153	0.3
Targeted Assistance	3,000	2.8	2,926	97.5	29	1.0	26	6.0	10	0.3
Migrant	947	6.0	842	88.9	19	6.4	37	3.9	3	0.3
Limited English Proficient (LEP)	4,631	4.4	3,738	80.7	445	9.6	416	0.6	61	0.4
All Students with Disabilities	13,717	12.9	11,164	81.4	1,941	14.2	8	0.1	39	0.3
Behaviorally-Emotionally Disabled	674	9.0	561	83.2	19 .	9.1	0	0.0	9	6.0
Hearing Impaired	181	0.2	148	81.8	25	13.8	-	9.0	0	0.0
Educable Mentally Disabled	1,855	1.7	793	42.7	888	47.9	1	0.1	3	0.2
Specific Learning Disabled	5,088	4.8	4,574	6.68	285	5.6	4	0.1	12	0.2
Speech-Language Impaired	3,177	3.0	3,134	9.86	14	0.4	2	0.1	2	0.1
Visually Impaired	55	0.1	52	94.5	2	3.6	0	0.0	0	0.0
Other Health Impaired	1,340	1.3	1,138	84.9	135	10.1	0	0.0	7	0.5
Orthopedically Impaired	94	0.1	99	70.2	17	18.1	0	0.0	-	1.1
Traumatic Brain Injury	17	0.0	10	58.8	9	35.3	0	0.0	0	0.0
Autistic	357	0.3	145	40.6	186	52.1	0	0.0	3	8.0
Severely/Profoundly Mentally Disabled	09	0.1	-	1.7	59	98.3	0	0.0	0	0.0
Multihandicapped	66	0.1	5	5.1	16	91.9	0	0.0	_	1.0
Deaf Blind	30	0.0	29	6.7		3.3	0	0.0	0	0.0
Trainable Mentally Disabled	180	0.2	. 5.	2.8	170	94.4	0	0.0	e e	1.7
Section 504	510	0.5	503	9.86		0.2	0	0.0	_	0.2

Notes: "Verified Membership" for the Grade 3 Pretest is the total student membership on the last day of the first month of the 2002-03 school year and is provided by the NCDPI Division of School Business,

Informaton Analysis and Support, from the Student Information Management System (SIMS/NCWISE).

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). ²Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 grade 3 pretest student answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.
The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 3. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent Grade 3 Pretest Mathematics Preliminary Report

						Mathematics				
	Number of	Porcont of					Number	Percent		
Category	Student	Student	Number	Percent	Number Alternate	Percent Alternate	Excluded	Excluded	Number	Percent
	Records ²	Records	Tested	Tested	Assessments	Assessments	Due to LEP	Due to LEP	Absent	Absent
Total (verified memberhsip = 106,1811)	106,376	100.0	102,603	96.5	2,160	2.0	413	0.4	436	0.4
Female	51,597	48.5	50,153	97.2	783	1.5	961	0.4	197	0.4
Male .	54,774	51.5	52,448	95.8	1,377	2.5	216	0.4	238	0.4
Asian	1,776	1.7	1,676	94.4	52	2.9	32	1.8	11	9.0
Black	30,676	28.8	29,454	0.96	747	2.4	7	0.0	154	0.5
Hispanic	6,980	9.9	6,165	.88.3	419	0.9	340	4.9	29	0.4
American Indian	1,600	1.5	1,566	6.76	26	1.6	0	0.0	1	0.1
Multi-Racial	2,335	2.2	2,280	9.7.6	32	1.4	2	0.1	12	0.5
White	57,599	54.1	56,207	9.76	608	1.4	=	0.0	214	0.4
Other	5,405	5.1	5,253	97.2	74	1.4	21	0.4	14	0.3
Title I	56,246	52.9	54,126	96.2	1,265	2.2	247	6.4	173	0.3
Schoolwide Program	53,176	50.0	51,134	96.2	1,237	2.3	217	0.4	162	0.3
Targeted Assistance	3,000	2.8	2,928	9.76	. 26	6.0	26	6.0	Ξ	0.4
Migrant	947	6.0	844	89.1	58	6.1	36	3.8	4	0.4
Limited English Proficient (LEP)	4,631	4.4	3,763	81.3	430	9.3	413	8.9	18	0.4
All Students with Disabilities	13,717	12.9	11,403	83.1	1,757	12.8	8	0.1	38	0.3
Behaviorally-Emotionally Disabled	674	9.0	267	84.1	57	8.5	0	0.0	7	1.0
Hearing Impaired	181	0.2	154	85.1	19	10.5	1	9.0	0	0.0
Educable Mentally Disabled	1,855	1.7	825	44.5	857	46.2	1	0.1	3	0.2
Specific Learning Disabled	5,088	4.8	4,751	93.4	158	3.1	4	0.1	Ξ	0.2
Speech-Language Impaired	3,177	3.0	3,135	98.7	13	0.4	2	0.1	3	0.1
Visually Impaired	55	0.1	51	92.7	2	3.6	0	0.0	0	0.0
Other Health Impaired	1,340	1.3	1,155	86.2	122	9.1	0	0.0	5	0.4
Orthopedically Impaired	94	0.1	29	71.3	17	18.1	0	0.0	_	1.1
Traumatic Brain Injury	17	0.0	10	58.8	5	29.4	0	0.0	0	0.0
Autistic	357	0.3	146	40.9	185	51.8	0	0.0	3	8.0
Severely/Profoundly Mentally Disabled	09	0.1	_	1.7	59	98.3	0	0.0	0	0.0
Multihandicapped	66	0.1	4	4.0	16	91.9	0	0.0		1.0
Deaf Blind	30	0.0	29	2.96		3.3	0	0.0	0	0.0
Trainable Mentally Disabled	180	0.2	2	2.8	170	94.4	0	0.0	3	1.7
Section 504	510	0.5	503	9.86		0.2	0	0.0		0.2
				2						

Notes: "Verified Membership" for the Grade 3 Pretest is the total student membership on the last day of the first month of the 2002-03 school year and is provided by the NCDPI Division of School Business,

2" Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration. Informaton Analysis and Support, from the Student Information Management System (SIMS/NCWISE).

Data for "Number Tested," "Alternate Assessments, ""LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." ³ Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 grade 3 pretest student answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 27, 2003 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

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Preliminary Report Table 4. 2002-03 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	238.8	102,377	96	
Category 1: Cognition			39	64.3
Category 2: Interpretation			36	56.5
Category 3: Critical Stance			17	52.0
Category 4: Connections			4	46.6
MATHEMATICS	237.4	102,603	120	
Math Calculator Inactive			36	65.2
Math Calculator Active			84	62.9
GOAL 1: Identify and use numbers to les	ss than 1,000.		45	67.8
GOAL 2: Understand and use basic geom standard units of measurement			42	62.3
GOAL 3: Understand classification, patter and seriation.	erning,		21	60.6
GOAL 4: Understand data collection, dis	play, and interpretation.		12	57.4
NUMBER OF G H STUDENTS TAKING FORM 34,173 34,251	I 34,179			

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 5. 2002-03 Grade 3 Pretest Distribution of Scale Scores Reading

NUMBER OF STUDENTS WITH	102,377	HIGH SCORE 264	
VALID SCORES	102,377	LOW SCORE 213	
MEAN	238.8	2003 STATE PERCENTILES	SCALE
STANDARD		90	251.72
DEVIATION	9.9	75	246.26
		50 (MEDIAN)	239.15
VARIANCE	98.7	25	231.21
		10	224.76

		FREQUENCY D	ISTRIBUTION		
EVELOPMENTAL SCALE		CUMULATIVE		CUMULATIVE	2003 STATE
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
264	109	102377	0.11	100.00	99
263	307	102268	0.30	99.89	99
260	843	101961	0.82	99.59	99
259	467	101118	0.46	98.77	99
257	1476	100651	1.44	98.31	98
256	890	99175	0.87	96.87	96
255	972	98285	0.95	96.00	96
254	2192	97313	2.14	95.05	94
252	3804	95121	3.72	92.91	91
251	1414	91317	1.38	89.20	89
250	2853	89903	2.79	87.82	87
249	3141	87050	3.07	85.03	84
248	1524	83909	1.49	81.96	81
247	4795	82385	4.68	80.47	78
246	3339	77590	3.26	75.79	74
245	1551	74251	1.51	72.53	72
244	4976	72700	4.86	71.01	69
243	5103	67724	4.98	66.15	64
242	4893	62621	4.78	61.17	59
241	1514	57728	1.48	56.39	56
240	3340	56214	3.26	54.91	53
239	4862	52874	4.75	51.65	49
238	4678	48012	4.57	46.90	45
237	2777	43334	2.71	42.33	41
236	1623	40557	1.59	39.62	39
235	4220	38934	4.12	38.03	36
234	2776	34714	2.71	33.91	33
233	4227	31938	4.13	31.20	29
232	1301	27711	1.27	27.07	27
231	2790	26410	2.73	25.80	25
230	2580	23620	2.52	23.07	. 22
229	2686	21040	2.62	20.55	19
228	2790	18354	2.73	17.93	17
227	1077	15564	1.05	15.20	15
226	2583	14487	2.52	14.15	13
225	2248	11904	2.20	11.63	11
224	2067	9656	2.02	9.43	8
223	1954	7589	1.91	7.41	6
222	1514	5635	1.48	5.50	5
221	1265	4121	1.24	4.03	3
220	1006	2856	0.98	2.79	2
219	928	1850	0.91	1.81	1
218	369	922	0.36	0.90	1
217	229	553	0.22	0.54	1
216	190	324	0.19	0.32	1
215	83	134	0.08	0.13	1
214	41	51	0.04	0.05	1
213	10	10	0.01	0.01	1

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 6. 2002-03 Grade 3 Pretest Distribution of Scale Scores Mathematics

NUMBER OF STUDENTS WITH	102,603	HIGH SCORE 260	
VALID SCORES	202,000	LOW SCORE 211	
MEAN	237.4	2003 STATE PERCENTILES 90	SCALE SCORE 247.36
DEVIATION	7.7	75	242.76
		50 (MEDIAN)	237.42
VARIANCE	59.6	25	232.16
		10	227.72

FREQUENCY DISTRIBUTION

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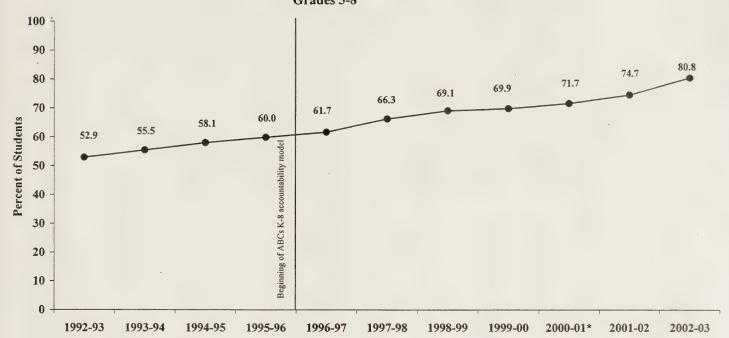
VELOPMENTAI SCALE		CUMULATIVE		CUMULATIVE	2000 STATE
SCORE	FREOUENCY		PERCENT	PERCENT	PERCENTIL
260	47	FREQUENCY 102603	0.05	100.00	99
259	99	102556	0.10	99.95	99
257	264	102356	0.26	99.86	99
256	322	102457	0.31	99.60	99
255					
	663	101871	0.65	99.29	99
253	613	101208	0.60	98.64	99
252	1126	100595	1.10	98.04	98
251	780	99469	0.76	96.95	97
250	2631	98689	2.56	96.19	96
249	2038	96058	1.99	93.62	94
248	1158	94020	1.13	91.63	93
247	3732	92862	3.64	90.51	91
246	2758	89130	2.69	86.87	88
245	1410	86372	1.37	84.18	86
244	4508	84962	4.39	82.81	84
243	4732	80454	4.61	78.41	80
242	5031	75722	4.90	73.80	75
241	5206	70691	5.07	68.90	71
240	5228	65485	5.10	63.82	67
239	5210	60257	5.08	58.73	62
238	3463	55047	3.38	53.65	58
237	3334	51584	3.25	50.28	55
236	5191	48250	5.06	47.03	51
235	5072	43059	4.94	41.97	46
234	4815	37987	4.69	37.02	41
233	6101	33172	5.95	32.33	36
232	4205	27071	4.10	26.38	31
231	3924	22866	3.82	22.29	27
230	3471	18942	3.38	18.46	23
229	3109	15471	3.03	15.08	19
228	2699	12362	2.63	12.05	16
227	1563	9663	1.52	9.42	13
226	1341	8100	1.31	7.89	11
225	1709	6759	1.67	6.59	9
224	1373	5050	1.34	4.92	7
223	781	3677	0.76		
222	694			3.58	5
221	488	2896	0.68	2.82	4
		2202	0.48	2.15	3
220	628	1714	0.61	1.67	2
219	439	1086	0.43	1.06	2
218	222	647	0.22	0.63	1
217	184	425	0.18	0.41	1
216	128	241	0.12	0.23	1
215	52	113	0.05	0.11	1
214	38	61	0.04	0.06	1
213	10	23	0.01	0.02	1
212	8	13	0.01	0.01	1
211	5	5	0.00	0.00	1

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

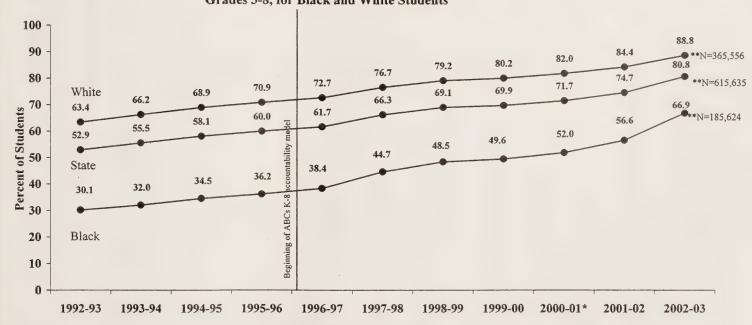
Preliminary End-of-Grade Multiple-Choice Results

Preliminary Report

Figure 1. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics
Grades 3-8



Preliminary Report Figure 2. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics Grades 3-8, for Black and White Students



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics test at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The inclusion of Black and White ethnic groups in Figure 2 reflects their status as the largest ethnic groups in the state.

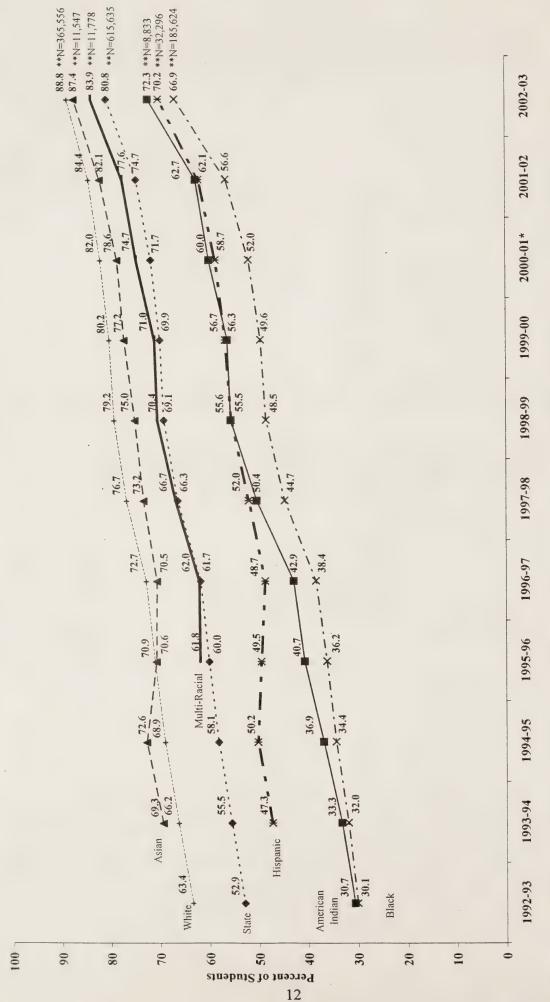
Data received from LEAs and charter schools after August 19, 2003 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

^{**}N counts equal the number of students tested; previous years are comparable.

Percent of Students At or Above Level III in Both Reading and Mathematics Figure 3. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Grades 3-8, by Ethnicity Preliminary Report



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year **N counts equal the number of students tested; previous years are comparable.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested in only reading or mathematics or taking the alternate assessments. Asian and Hispanic results were not reported in 1992-93. Results in the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95. Some data points are changed from previous publication to correct reporting errors.

Data received by LEAs and charter schools after August 19, 2003 are not included in this figure. Prepared by the NCDPI Division of Accountability Services/ Testing Program.

The North Carolina State Testing Results. Preliminary Report. 2002-03

Preliminary Report

Table 1. 2002-03 End-of-Grade Multiple-Choice Test Results Statewide Summary Reading and Mathematics

	Re	Reading	Mathematics*	natics*	
	Number Tested	Percent Students at Achievement Levels III, IV**	Number Tested	Percent Students at Achievement Levels III, IV**	
	Mean Scale Score***	Standard Deviation	Mean Scale Score***	Standard Deviation	
Grade 3	102,241 247.9	82.6%	102,672 253.3	6.3	
Grade 4	100,351 252.4	83.7%	$\frac{100,750}{259.1}$	94.7%	
Grade 5	103,464	88.7%	$\frac{103,899}{262.3}$	8.9	
Grade 6	104,678 258.7	81.5%	$\frac{104,852}{265.8}$	90.0%	
Grade 7	104,804	85.3%	$\frac{105,002}{268.3}$	83.8%	
Grade 8	101,948 263.9	87.7%	$\frac{102,034}{271.7}$	84.2%	

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01

**The adjusted achievement level ranges for reading generated in 2002 are used to calculate all data since 2002-03. The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

***Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Preliminary Report
Table 2, 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading*

	1992-93 Number Tested	1993-94 Number Tested	1994-95 Number Tested	1995-96 Number Tested	1996-97 Number Tested	1997-98 Number Tested	1998-99 Number Tested	1999-00 Number Tested	2000-01 Number Tested	2001-02 Number Tested	2002-03 Number Tested
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
	Percent Students at Achievement Levels III, IV	Percent Students at Percent Students at Achievement Levels Achievement Levels Achievement Levels III, IV III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Percent Students at Achievement Levels Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV			
Grade 3	85,381 142.7 61.2%	88,299 142.8 60.4%	88,741 143.4 63.4%	143.8	95,347	98,389	100,525 146.4 73.6%	101,064	101,652	100,105	102,241 247.9 82.6%
Grade 4	147.1	85,311 147.9 65.8%	88,151 147.6 64.2%	89,115 148.7 69.4%	91,865	94,109	97,911	99,451	99,717	150.8	100,351 252.4 83.7%
Grade 5	85,339 151.5 64.1%	85,330 151.7 65.4%	86,144 152.4 68.2%	89,237 152.1 66.5%	90,770	91,566	94,801	98,099	99,639	156.3	103,464 256.9 88.7%
Grade 6	154.0	85,740 154.5 65.1%	86,356 154.5 65.9%	87,310 155.3 67.7%	91,666	91,669	93,589 156.7 72.3%	96,489	156.7	101,617	104,678 258.7 81.5%
Grade 7	83,869 157.0 63,5%	84,852 157.3 64.2%	86,469	87,457 157.9 66.8%	89,515 158.2 67.8%	91,267	92,021	94,031	96,945	100,420	104,804 261.2 85.3%
Grade 8	80,837 158.7 66.5%	82,915 159.7 71.1%	83,795 160.1 72.8%	85,997 160.0 72.7%	87,315 160.9 75.0%	87,903 161.9 79,5%	90,330	90,984	93,305	96,104	263.9

*Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187, beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290. The adjusted achievement level ranges for reading generated in 2002 are used to calculate all data since 2002-03. Notes:

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report
Table 3. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

	1992-93 Number Tested	1993-94 Number Tested	1994-95 Number Tested	1995-96 Number Tested	1996-97 Number Tested	1997-98 Number Tested	1998-99 Number Tested	1999-00 Number Tested	2000-01 Number Tested	2001-02 Number Tested	2002-03 Number Tested
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score**	Mean Scale Score**	Mean Scale Score**
	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV***	Percent Students at Achievement Levels III, IV***	Percent Students at Achievement Levels III, IV***
Grade 3	85,191 139.8 60.6%	88,414	88,845 141.2 65.1%	90,710	95,604	98,844 142.3 68.2%	101,021 142.9 70.0%	101,572	102,160 250.6 73.6%	251.4	102,672 253.3 88.9%
Grade 4	84,594 146.1 64.1%	85,363 147.2 67.1%	88,217 147.9 68.5%	89,172 148.5 71.5%	92,062	94,499	98,391 152.2 82.7%	99,990	100,392 255.8 86.8%	101,120 256.5 88.9%	259.1 94.7%
Grade 5	85,124 152.3 59.7%	153.5	86,151 154.4 66.5%	89,261 155.2 70.0%	90,929	91,927	95,258	98,558	100,226 260.0 86.7%	101,125 260.8 88.4%	103,899 262.3 92.6%
Grade 6	83,873 158.3 61.3%	85,849 159.4 66.2%	86,337 160.2 67.6%	87,320 161.4 72.6%	91,718	91,802	93,824	96,708	100,367 263.2 82.9%	102,060 264.5 86.4%	104,852 265.8 90.0%
Grade 7	83,162 164.1 60.0%	84,768 164.8 63.2%	86,422 166.0 67.1%	87,490 166.4 68.5%	89,526 167.5 70.8%	91,368 169.2 76.9%	92,151 170.8 82.5%	94,124 171.0 80.7%	97,114 267.1 81.2%	268.0 83.3%	105,002 268.3 83.8%
Grade 8	80,045 168.3 61.9%	169.0	83,542 170.3 67.6%	86,006	87,383 171.1 68.9%	87,978 173.7 76.3%	90,396	91,053	93,408	96,325	102,034 271.7 84.2%

*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Notes:

^{**}Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

^{***}The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 4, 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Statewide Summary of Student Performance Reading*

		1992-93		1993-94	, =	1994-95		96-5661		1996-97
	Number	Percent Students at Achievement Levels III, IV	Number	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested		Number Tested	1
	Mean Scale Score	Mean Percent Students Scale at Achievement Score Level I	Menn Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,299	60.4%	88,741	63.4%	90,594	64.8%	95,347	65.8%
Std. Dev.	9.9	13.0%	10.0	13.9%	143.4	12.9%	9.7	11.3%	9.8	0.0.11
Grade 4	84,811	62.4%	85,311	65.8%	88,151	64.2%	89,115	69.4%	91,865	67.7%
Std. Dev.	9.6	17.1/0	9.3	10.170	9.6	10.070	9.3	9.0.6	9.6	9.9.6
Grade 5	85,339	64.1%	85,330	65.4%	86,144	68.2%	89,237	66.5%	90,770	70.8%
Std. Dev.	0.6	0.5.6	8.9	2.070	8.8	0.0.0	8.9	0.7.0	8.9	0,0.7
Grade 6	84,281	62.6%	85,740	65.1%	86,356	65.9%	87,310	67.7	91,666	67.1%
Std. Dev.	9.1	9.3%	9.1	9.7%	8.7	1.3%	9.3	0.0%0	9.9	8/.8
Grade 7	83,869	63.5%	84,852	64.2%	86,469	68.5%	87,457	66.8%	89,515	67.8%
Std. Dev.	8.6		8.7		8.6		8.6		0.6	;
Grade 8	80,837	66.5%	82,915	71.1%	83,795	72.8%	85,997	5.5%	87,315	75.0%
Std. Dev.	8.9		8.7		8.6		8.5		8.7	

Note: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290. Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report

Table 4. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Statewide Summary of Student Performance Reading* (continued)

		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Mean Percent Students Scale at Achievement Score Level I	Mean Scale Score	Mean Percent Students Scale at Achievement Score Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	68,389	71.6%	100,525	73.6%	101,064	74.4%	101,652	76.4%	100,105	79.8%	102,241	82.6%
Std. Dev.	145.7	8.6%	146.4	%6.9	146.5	6.2%	147.0	5.7%	147.8	4.2%	247.9	3.9%
Grade 4	94,109	70.9%	97,911	71.4%	99,451	72.1%	99,717	74.6%	100,426	4.7%	100,351	83.7%
Std. Dev.	9.6		9.4		9.5		9.3		0.6		8.7	
Grade 5	91,566	75.2%	94,801	75.8%	98,099	79.1%	99,639	3.4%	100,294	84.5%	103,464	88.7%
Std. Dev.	0.6		8.5		8.7		8.2		7.9		8.0	
Grade 6	91,669	70.0%	93,589	72.3%	96,489	69.5%	100,079	70.6%	101,617	74.1%	104,678	3.8%
Std. Dev.	9.3		9.3		8.6		9.6		9.1		8.5	
Grade 7	91,267	71.1%	92,021	76.6%	94,031	76.4%	96,945	75.3%	100,420	76.6%	104,804	85.3%
Std. Dev.	8.8		8.2		8.5		8.5		8.3		9.1	
Grade 8	87,903	79.5%	90,330	79.9%	90,984	82.5%	93,305	83.3%	96,104	85.2%	101,948	87.7%
Std. Dev.	8.3	3.4%	8.4	3.2%	162.7	2.9%	163.1	2.3%	163.4	1.9%	263.9	2.4%

Note: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 5. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Statewide Summary of Student Performance Preliminary Report Mathematics*

		1992-93		1993-94		1994-95		1995-96		1696-97
	Number	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV						
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I.	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	139.8	%9'09	88,414	61.6%	88,845	65.1%	90,710	67.4%	95,604	70.2%
Std. Dev.	11.3		11.5		11.5		11.4		11.3	
Grade 4	84,594	64.1%	85,363	67.1%	88,217	68.5%	89,172	71.5%	92,062	74.6%
Std Dev	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%	149.5	6.4%
	10.5	1	10.7		1.11		10.7		10.8	
Grade 5	85,124	12.1%	85,384	10.6%	86,151	9.4%	155.2	8.5%	90,929	73.1%
Std. Dev.	9.7		10.0		10.3		10.2		10.4	
Grade 6	83,873	61.3%	85,849	66.2%	86,337	%9'.19	87,320	72.6%	91,718	72.7%
	158.3	10.5%	159.4	%9.6	160.2	8.2%	161.4	7.0%	162.0	6.6%
Std. Dev.	10.1		10.2		10.4		10.6		11.1	
Grade 7	83,162	%0.09	84,768	63.2%	86,422	67.1%	87,490	68.5%	89,526	70.8%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	%0.6	167.5	8.6%
Std. Dev.	10.0		10.4		10.4		10.7		11.4	
Grade 8	80,045	61.9%	82,792	61.9%	83,542	67.6%	86,006	67.7%	87,383	68.9%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%	171.1	%0.6
Std. Dev.	10.6		11.0		11.1		11.3		11.8	

*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Notes:

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 5. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Statewide Summary of Student Performance Mathematics* (continued) Preliminary Report

		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV**	Number Tested	Percent Students at Achievement Levels III, IV**	Number Tested	Percent Students at Achievement Levels III, IV**
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score**	Percent Students at Achievement Level I***	Mean Scale Score**	Percent Students at Achievement Level I***	Mean Scale Score**	Percent Students at Achievement Level I***
Grade 3	98,844	68.2%	101,021	70.0%	101,572	71.8%	102,160	73.6%	100,748	3.2%	102,672	88.9%
Std. Dev.	11.2		11.1		11.1		7.7		7.7		6.3	
Grade 4	94,499	79.3%	98,391	82.7%	99,990	84.4%	100,392	86.8%	101,120	%6.0	100,750	94.7%
Std. Dev.	10.8		10.3	!	10.1		8.3		8.4		7.5	
Grade 5	91,927	78.0%	95,258	3.8%	98,558	3.8%	100,226	86.7%	101,125	88.4%	103,899	92.6%
Std. Dev.	10.1		10.0		10.1		9.6		7.6		8.9	
Grade 6	91,802	78.3%	93,824	81.1%	96,708	81.0%	100,367	3.3%	102,060	86.4%	104,852	. 90.0%
Std. Dev.	10.8		10.9		11.2		6.6		6.6		9.3	
Grade 7	91,368	76.9%	92,151	82.5%	94,124	80.7%	97,114	81.2%	100,674	83.3%	105,002	83.8%
Std. Dev.	169.2	5.4%	170.8	3.9%	171.0	4.5%	267.1	3.2%	268.0	2.7%	268.3	2.9%
Grade 8	87,978	76.3%	96,396	77.6%	91,053	80.6%	93,408	79.5%	96,325	82.3%	102,034	84.2%
	173.7	5.4%	174.1	5.4%	175.3	4.8%	270.0	5.3%	271.2	4.2%	271.7	4.5%

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310. *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Notes:

The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001. Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 6. 2002-03 End-of-Grade Multiple-Choice Tests,

Achievement Level Ranges, by Subject and Grade

	Reading I	evelopmental Scale	Reading Developmental Scale Scores (set in 2002-03)	(3)
Grade	Level I	Level II	Level III	Level IV
3	216-229	230-239	240-249	250-272
4	223-235	236-243	244-254	255-275
5	228-238	239-246	247-258	259-277
9	228-241	242-251	252-263	264-283
7	228-242	243-251	252-263	264-287
00	231-243	244-253	254-265	066-996

Mis	itnematics Develop	mental Scale Scores	Mathematics Developmental Scale Scores (set in September 2001)	
Grade	Level I	Level II	Level III	Level IV
3	218-237	238-245	246-254	255-276
4	221-239	240-246	247-257	258-285
5	221-242	243-249	250-259	260-295
9	228-246	247-253	254-264	265-296
7	231-249	250-257	258-266	267-307
8	235-253	254-260	261-271	272-310

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 7. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results

Percent of Students at Each Achievement Level by Grade

Achievement I evels	Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	1993	13.6	12.1	9.5	9.3	9.3	7.9	
Level	1994	13.9	10.1	9.6	9.2	9.6	0.9	
Students performing at Achievement Level I do not have	1995	12.9	10.8	8.0	7.5	8.0	5.7	
sufficient mastery of knowledge and skills in the subject area	1996	11.3	9.6	8.9	00.00	8.5	5.5	
to be successful at the next grade level.	1997	11.0	6.6	7.6	8.7	8.4	5.0	
	1998	8.6	7.9	6.1	7.3	7.4	3.4	
	1999	6.9	7.4	5.0	5.9	5.2	3.2	
	2000	6.2	7.0	4.4	6.9	5.3	2.9	
	2001	5.7	6.1	3.4	0.9	5.0	2.3	
	2002	4.2	4.7	2.7	4.1	4.3	1.9	
	2003*	3.9	4.2	1.8	3.8	3.4	2.4	
	1993	25.2	25.6	26.4	28.1	27.1	25.6	
Level II	1994	25.7	24.1	24.8	25.7	26.2	23.0	
Students performing at Achievement Level II demonstrate	1995	23.7	25.1	23.8	26.6	23.5	21.5	
inconsistent mastery of knowledge and skills in the subject area	1996	23.9	21.6	24.6	23.5	24.7	21.8	
and are minimally prepared to be successful at the next grade level.	1997	23.2	22.4	21.6	24.2	23.8	20.0	
	1998	19.8	21.2	18.8	22.7	21.4	17.2	
	1999	19.5	21.2	19.3	21.8	18.2	16.9	
	2000	19.4	21.0	16.6	23.6	18.2	14.6	
	2001	17.9	19.4	13.9	23.4	19.7	14.3	
	2002	16.0	18.2	12.8	21.9	19.2	12.9	
	2003*	13.5	12.0	9.5	14.6	11.3	6.6	
	1993	38.5	41.2	39.7	39.8	39.4	42.5	
Level III	1994	36.1	44.0	41.8	41.3	38.9	44.2	
Students performing at Achievement Level III consistently	1995	37.2	41.6	41.3	43.3	40.6	43.7	
demonstrate mastery of the grade level subject matter and skills	1996	37.9	44.8	41.3	40.4	39.4	45.8	
and are well-prepared for the next grade level.	1997	37.6	42.9	41.4	37.3	36.4	43.6	
	1998	36.3	41.5	40.4	39.3	39.0	43.7	
	1999	36.7	43.8	43.1	39.6	41.2	43.1	
	2000	38.0	42.3	41.0	36.6	39.4	43.8	
	2001	38.4	43.2	43.2	37.7	37.5	43.9	
	2002	38.8	44.7	44.5	39.6	38.5	44.7	
	2003*	37.1	41.9	45.0	51.6	40.9	41.7	
	1993	22.7	21.2	24.4	22.8	24.1	24.0	
Level IV	1994	24.3	21.8	23.7	23.8	25.3	26.8	
Students performing at Achievement Level IV consistently	1995	26.2	22.6	26.9	22.6	27.8	29.1	
perform in a superior manner clearly beyond that required to be	1996	26.9	24.6	25.3	27.4	27.4	26.8	
proficient at grade level work.	1997	28.3	24.8	29.4	29.7	31.4	31.4	
	1998	35.3	29.4	34.8	30.7	32.2	35.8	
	1999	36.9	27.6	32.7	32.7	35.4	36.8	
	2000	36.4	29.7	38.1	32.9	37.1	38.6	
	2001	38.0	31.3	39.4	32.9	37.8	39.5	
	2002	41.0	32.4	40.0	34.5	38.1	40.5	
	2003*	45.5	41.8	43.7	29.9	44.4	46.0	

Notes: *The adjusted achievement level ranges for reading generated in 2002 are used to calculate all data since 2002-03. Percents are rounded to the nearest tenth; due to rounding, data many not sum to 100.0 percent. Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 8. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level by Grade Mathematics

Grade 8 14.6 37.6 36.5 17.0 15.2 13.5 38.4 40.1 38.4 5.4 23.5 22.1 Grade 7 24.5 22.5 13.6 38.0 38.6 22.0 25.0 38.6 14.8 15.5 14.0 38.8 36.9 38.3 28.5 29.7 34.0 5.9 29.5 25.3 17.7 13.3 38.3 37.4 33.3 32.4 35.1 Grade 6 43.0 14.6 41.7 43.9 40.5 39.8 39.2 34.5 29.6 14.9 13.8 40.5 19.5 5.0 3.3 1.7 28.2 24.3 24.1 20.5 20.7 16.7 11.4 8.2 22.3 25.1 32.2 37.7 42.4 7.0 4.1 Grade 5 21.5 19.8 16.1 36.2 38.0 28.2 13.7 11.2 38.3 37.7 35.5 36.6 35.3 30.7 21.4 26.2 29.2 32.0 36.8 46.9 9.01 6.4 9.4 24.1 8.6 8.5 1.1 50.1 12.1 Grade 4 22.9 43.2 43.6 41.9 43.0 45.9 28.0 37.6 25.9 21.3 19.1 16.8 14.4 12.0 44.0 35.6 23.8 0.9 46.7 27.2 32.7 00 00 8.6 6.4 4.0 0.7 24.1 4.5 20.1 40.8 40.0 2.1 Grade 3 23.7 28.6 25.6 24.7 22.6 22.2 10.0 39.5 39.6 39.8 40.2 45.9 27.5 24.8 39.7 39.7 43.3 21.2 25.4 27.7 28.4 29.8 10.7 6.01 39.7 30.7 5.6 30.3 8.9 6.3 4.2 43.1 9.3 2001* 1998 1999 2000 2001* 2001* 2002 2000 2001 1995 2002 1993 1996 1997 1999 2000 2002 1994 1995 1996 1993 1994 1996 1997 1998 1995 1996 1997 1999 2002 1994 1995 1998 1993 1998 2000 and are minimally prepared to be successful at the next grade level. inconsistent mastery of knowledge and skills in the subject area demonstrate mastery of the grade level subject matter and skills perform in a superior manner clearly beyond that required to be sufficient mastery of knowledge and skills in the subject area Students performing at Achievement Level IV consistently Students performing at Achievement Level II demonstrate Students performing at Achievement Level III consistently Students performing at Achievement Level I do not have Achievement Levels Level I Level III and are well-prepared for the next grade level. Level II Level IV to be successful at the next grade level. proficient at grade level work.

*The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001 Percents are rounded to the nearest tenth; due to rounding, data may not sum to 100.0 percent. Data received from LEAs after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. Notes:

Table 9. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 3 Reading Preliminary Report

					Reading	ing				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=106,261 ¹)	106,447	100.0	102,241	0.96	3,827	3.6	01	0.0	96	0.1
Female	51,602	48.5	50,094	97.1	196,1	2.6		0.0	38	0.1
Male	54,844	51.5	52,146	95.1	2,466	4.5	6	0.0	58	0.1
Asian	2,110	2.0	1,997	94.6	801	5.1	0	0.0	2	0.1
Black	32,178	30.2	30,809	95.7	1,265	3.9	0	0.0	33	0.1
Hispanic	7,517	7.1	6,495	86.4	993	13.2	6	0.1	4	0.1
American Indian	1,618	1.5	1,533	94.7	83	5.1	0	0.0	_	0.1
Multi-Racial	2,574	2.4	2,505	97.3	99	2.2	1	0.0	9	0.2
White	60,449	56.8	58,901	97.4	1,322	2.2	0	0.0	50	0.1
Title I	56,152	52.8	53,645	95.5	2,310	4.1	9	0.0	51	0.1
Schoolwide Program	52,898	49.7	50,482	95.4	2,228	4.2	5	0.0	46	0.1
Targeted Assistance	3,123	2.9	3,049	9.76	99	2.1	_	0.0	5	0.2
Migrant	1,005	6.0	847	84.3	154	15.3	2	0.2	0	0.0
Limited English Proficient (LEP)	5,439	5.1	4,372	80.4	1,043	19.2	10	0.2	3	0.1
All Students with Disabilities	18,141	17.0	15,056	83.0	2,915	16.1	0	0.0	36	0.2
Behaviorally-Emotionally Disabled	824	8.0	969	84.5	111	13.5	0	0.0	12	1.5
Hearing Impaired	189	0.2	151	6.62	37	19.6	0	0.0	0	0.0
Educable Mentally Disabled	2,085	2.0	858	41.2	1,215	58.3	0	0.0	2	0.1
Specific Learning Disabled	6,619	6.2	5,969	90.2	595	0.6	0	0.0	10	0.2
Speech-Language Impaired	3,199	3.0	3,133	67.6	23	0.7	0	0.0	2	0.1
Visually Impaired	99	0.1	55	84.6	7	10.8	0	0.0	0	0.0
Other Health Impaired	2,023	1.9	1,790	88.5	216	10.7	0	0.0	9	0.3
Orthopedically Impaired	88	0.1	64	72.7	23	26.1	0	0.0	0	0.0
Traumatic Brain Injury	26	0.0	12	46.2	13	50.0	0	0.0	0	0.0
Autistic	439	0.4	172	39.2	257	58.5	0	0.0	1	0.2
Severely/Profoundly Mentally Disabled	54	0.1		1.9	52	96.3	0	0.0	0	0.0
Multihandicapped	132	0.1	7	5.3	125	94.7	0	0.0	0	0.0
Deaf-Blind	-	0.0		100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	238	0.2	\$	2.1	232	97.5	0	0.0	0	0.0
Section 504	2,159	2.0	2,142	99.2	6	0.4	0	0.0	3	0.1

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. The total for "All Students with Disabilities" includes Section 504.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 10. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent

End-of-Grade 3 Mathematics

					Mathematics	matics				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Percent Alternate Assessments	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=106,2611)	106,447	100.0	102,672	96.5	3,389	3.2	10	0.0	101	0.1
Female	51,602	48.5	50,174	97.2	1,275	2.5		0.0	45	0.1
Male	54,844	51.5	52,497	95.7	2,114	3.9	6	0.0	56	0.1
Asian	2,110	2.0	2,002	94.9	102	4.8	0	0.0	3	0.1
Black	32,178	30.2	30,954	96.2	1,118	3.5	0	0.0	33	0.1
Hispanic	7,517	7.1	6,570	87.4	917	12.2	6	0.1	5	0.1
American Indian	1,618	1.5	1,555	1.96	62	3.8	0	0.0	0	0.0
Multi-Racial	2,574	2.4	2,509	97.5	15	2.0	_	0.0	9	0.2
White	60,449	56.8	180,65	7.76	1,139	1.9	0	0.0	54	0.1
Title I	56,152	52.8	53,941	1.96	2,015	3.6	9	0.0	52	0.1
Schoolwide Program	52,898	49.7	50,761	0.96	1,950	3.7	\$	0.0	47	0.1
Targeted Assistance	3,123	2.9	3,063	98.1	52	1.7	-	0.0	5	0.2
Migrant	1,005	6.0	855	85.1	146	14.5	2	0.2	0	0.0
Limited English Proficient (LEP)	5,439	5.1	4,446	81.7	896	17.8	10	0.2	4	0.1
All Students with Disabilities	18,141	17.0	15,462	85.2	2,509	13.8	0	0.0	33	0.2
Behaviorally-Emotionally Disabled	824	8.0	717	87.0	93	11.3	0	0.0	6	1.1
Hearing Impaired	189	0.2	155	82.0	33	17.5	0	0.0	0	0.0
Educable Mentally Disabled	2,085	2.0	911	43.7	1,159	55.6	0	0.0	4	0.2
Specific Learning Disabled	6,619	6.2	6,250	94.4	317	4.8	0	0.0	80	0.1
Speech-Language Impaired	3,199	3.0	3,138	1.86	81	9.0	0	0.0	2	0.1
Visually Impaired	65	0.1	55	84.6	7	10.8	0	0.0	0	0.0
Other Health Impaired	2,023	1.9	1,826	90.3	180	8.9	0	0.0	9	0.3
Orthopedically Impaired	88	0.1	64	72.7	23	26.1	0		0	0.0
Traumatic Brain Injury	26	0.0	12	46.2	13	50.0	0	0.0	0	0.0
Autistic	439	9.0	175	39.9	253	57.6	0	0.0	proud	0.2
Severely/Profoundly Mentally Disabled	54	0.1		1.9	52	96.3	0	0.0	0	0.0
Multihandicapped	132	0.1	9	4.5	126	95.5	0	0.0	0	0.0
Deaf-Blind	-1	0.0		100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	238	0.2	5	2.1	232	97.5	0		0	0.0
Section 304	7,139	7.0	7,140	99.4	3	0.1	0	0.0	3	0.1

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the

actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 11. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 4 Reading

					Reading	ing				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=104,2561)	104,493	0.001	100,351	0.96	3,788	3.6	8	0.0	83	0.1
Female	50,871	47.8	49,404	97.1	1,340	2.6	2	0.0	28	0.1
Male	53,622	50.4	50,947	95.0	2,448	4.6	9	0.0	55	0.1
Asian	2,068	1.9	1,938	93.7	120	5.8	2	0.1	4	0.2
Black	31,756	29.8	30,282	95.4	1,368	4.3	0	0.0	30	0.1
Hispanic	6,710	6.3	5,721	85.3	196	14.4	9	0.1	5	0.1
American Indian	1,516	1.4	1,447	95.4	63	4.2	0	0.0	-	0.1
Multi-Racial	2,311	2.2	2,260	8'26	44	1.9	0	0.0	2	0.1
White	60,132	56.5	58,703	97.6	1,226	2.0	0	0.0	41	0.1
Title I	52,961	49.7	50,557	95.5	2,236	4.2	9	0.0	49	0.1
Schoolwide Program	50,501	47.4	48,179	95.4	2,166	4.3	9	0.0	47	0.1
Targeted Assistance	2,168	2.0	2,113	97.5	45	2.1	0	0.0	2	0.1
Migrant	1,105	1.0	596	87.3	138	12.5	0	0.0	0	0.0
Limited English Proficient (LEP)	4,379	4.1	3,317	75.7	1,045	23.9	8	0.2	0	0.0
All Students with Disabilities	17,943	16.8	14,950	83.3	2,818	15.7	0	0.0	33	0.2
Behaviorally-Emotionally Disabled	1,003	6.0	855	85.2	130	13.0	0	0.0	9	9.0
Hearing Impaired	163	0.2	135	82.8	27	9.91	0	0.0	-	9.0
Educable Mentally Disabled	2,149	2.0	934	43.5	1,205	56.1	0	0.0	4	0.2
Specific Learning Disabled	7,111	6.7	6,492	91.3	564	7.9	0	0.0	6	0.1
Speech-Language Impaired	1,928	8.	1,874	97.2	19		0	0.0	2	0.1
Visually Impaired	99	0.1	20	89.3	9	10.7	0	0.0	0	0.0
Other Health Impaired	2,236	2.1	1,996	89.3	217	9.7	0	0.0	9	0.3
Orthopedically Impaired	98	0.1	65	75.6	19	22.1	0	0.0	2	2.3
Traumatic Brain Injury	37	0.0	22	59.5	15	40.5	0	0.0	0	0.0
Autistic	393	0.4	138	35.1	248	63.1	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	40	0.0	0	0.0	38	95.0	0	0.0	0	0.0
Multihandicapped	120	0.1	7	5.8	110	91.7	0	0.0	0	0.0
Deaf-Blind	2	0.0	-	50.0		50.0	0	0.0	0	0.0
Trainable Mentally Disabled	220	0.2	7	3.2	210		0	0.0	0	0.0
Section 504	2,399	2.3	2,374	0.66	6	0.4	0.	0.0	3	0.1

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 12. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Preliminary Report

Excluded Due to Limited English Proficiency, and Absent

End-of-Grade 4 Mathematics

					Mathematics	natics				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=104,2561)	104,493	0.001	100,750	96.4	3,379	3.2	6	0.0	06	0.1
Female	50,871	47.8	49,469	97.2	1,264	2.5	3	0.0	36	0.1
Male	53,622	50.4	51,281	92.6	2,115	3.9	9	0.0	54	0.1
Asian	2,068	1.9	1,947	94.1	109	5.3	3	0.1	4	0.2
Black	31,756	29.8	30,434	95.8	1,206	3.8	0	0.0	38	0.1
Hispanic	6,710	6.3	5,786	86.2	902	13.4	9	0.1	5	0.1
American Indian	1,516	1.4	1,462	96.4	49	3.2	0	0.0	0	0.0
Multi-Racial	2,311	2.2	2,262	6.76	43	6.1	0	0.0	2	0.1
White	60,132	56.5	58,859	67.6	1,070	1.8	0	0.0	41	0.1
Title I	52,961	49.7	50,808	95.9	1,979	3.7	7	0.0	53	0.1
Schoolwide Program	50,501	47.4	48,420	95.9	1,919	3.8	7	0.0	52	0.1
Targeted Assistance	2,168	2.0	2,121	8.76	37	1.7	0	0.0	-	0.0
Migrant	1,105	1.0	626	88.6	124	11.2	0	0.0	0	0.0
Limited English Proficient (LEP)	4,379	4.1	3,382	77.2	616	22.4	6	0.2	0	0.0
All Students with Disabilities	17,943	16.8	15,316	85.4	2,453	13.7	0	0.0	33	0.2
Behaviorally-Emotionally Disabled	1,003	6.0	178	86.8	113	11.3	0	0.0	7	0.7
Hearing Impaired	163	0.2	137	84.0	25	15.3	0	0.0	-	9.0
Educable Mentally Disabled	2,149	2.0	766	46.4	1,140	53.0	0	0.0	5	0.2
Specific Learning Disabled	7,111	6.7	092'9	95.1	300	4.2	0	0.0	9	0.1
Speech-Language Impaired	1,928	1.8	1,875	97.3	18	6.0	0	0.0	2	0.1
Visually Impaired	99	0.1	52	92.9	4	7.1	0	0.0	0	0.0
Other Health Impaired	2,236.	2.1	2,012	0.06	201	0.6	0	0.0	9	0.3
Orthopedically Impaired	98	0.1	63	73.3	21	24.4	0	0.0	2	2.3
Traumatic Brain Injury	37	0.0	22	59.5	15	40.5	0	0.0	0	0.0
Autistic	393	0.4	138	35.1	248	63.1	0	0.0	0.	0.0
Severely/Profoundly Mentally Disabled	40	0.0	0	0.0	38	95.0	0	0.0	0	0.0
Multihandicapped	120	0.1	9	5.0		92.5	0	0.0	0	0.0
Deaf-Blind	2	0.0	_	50.0	_	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	220	0.2	7	3.2	210	95.5	0	0.0	0	0.0
Section 504	2,399	2.3	2,375	0.66	8	0.3	0	0.0	4	0.2

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 13. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 5 Reading

					Reading	ng				
Category	Number of Student	Percent of Student	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded	Percent Excluded	Number	Percent Absent
	Kecords_	Kecords					Due to LEP	Due to LEP		
Total (Verified Membership=107,4171)	108,067	100.0	103,464	95.7	3,906	3.6	10	0.0	114	0.1
Female	52,801	48.9	51,102	8.96	1,397	2.6	7	0.0	41	0.1
Male	55,266	51.1	52,362	94.7	2,509	4.5	3	0.0	73	0.1
Asian	2,097	1.9	1,958	93.4	116	5.5	1	0.0	0	0.0
Black	33,049	30.6	31,330	94.8	1,489	4.5	3	0.0	45	0.1
Hispanic	6,509	0.9	5,650	8.98	823	12.6	9	0.1	5	0.1
American Indian	1,636	1.5	1,566	95.7	19	4.1	0	0.0	0	0.0
Multi-Racial	2,103	6.1	2,040	97.0	41	1.9	0	0.0	4	0.2
White	62,673	58.0	60,920	97.2	1,370	2.2	0	0.0	09	0.1
Title I	53,726	49.7	51,220	95.3	2,213	4.1	3	0.0	52	0.1
Schoolwide Program	51,312	47.5	48,875	95.3	2,152	4.2	3	0.0	50	0.1
Targeted Assistance	2,109	2.0	2,067	0.86	35	1.7	0	0.0	2	0.1
Migrant	1,066	1.0	943	88.5	121	11.4	0	0.0	1	0.1
Limited English Proficient (LEP)	3,756	3.5	2,822	75.1	912	24.3	10	0.3	2	0.1
All Students with Disabilities	19,010	17.6	15,744	82.8	3,102	16.3	0	0.0	41	0.2
Behaviorally-Emotionally Disabled	1,243	1.2	1,086	87.4	142	11.4	0	0.0	=	6.0
Hearing Impaired	168	0.2	138	82.1	28	16.7	0	0.0	1	9.0
Educable Mentally Disabled	2,382	2.2	1,139	47.8	1,230	51.6	0	0.0	-	0.0
Specific Learning Disabled	7,950	7.4	7,281	91.6	614	7.7	0	0.0	14	0.2
Speech-Language Impaired	1,032	1.0	1,003	97.2	15	1.5	0	0.0	7	0.2
Visually Impaired	11	0.1	99	93.0	. 5	7.0	0	0.0	0	0.0
Other Health Impaired	2,320	2.1	2,107	8.06	192	8.3	0	0.0	9	0.3
Orthopedically Impaired	68	0.1	61	68.5	27	30.3	0	0.0	0	0.0
Traumatic Brain Injury	38	0.0	24	63.2	13	34.2	0	0.0	_	2.6
Autistic	448	0.4	175	39.1	265	59.2	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	66	0.1	2	2.0	93	93.9	0	0.0	2	2.0
Multihandicapped	168	0.2	- Opening	6.5	146	86.9	0	0.0	0	0.0
Deaf-Blind	-	0.0	0	0.0		100.0	0	0.0	0	0.0
Trainable Mentally Disabled	335	0.3	4	1.2	324	7.96	0	0.0	errol	0.3
Section 504	2,666	2.5	2,647	99.3	7	0.3	0	0.0	2	0.1

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the ⁷The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration. actual test administration.

The total for "All Students with Disabilities" includes Section 504.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 14. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 5 Mathematics

					Mathe	Mathematics				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=107,4171)	108,067	0.001	103,899	96.1	3,473	3.2	01	0.0	107	0.1
Female	52,801	48.9	51,185	6.96	1,316	2.5	7	0.0	37	0.1
Male	55,266	51.1	52,714	95.4	2,157		3	0.0	70	0.1
Asian	2,097	1.9	1,974	94.1	66	4.7	_	0.0	-	0.0
Black	33,049	30.6	31,497	95.3	1,325	4.0	3	0.0	40	0.1
Hispanic	6,509	0.9	5,722	87.9	752	11.6	9	0.1	5	0.1
American Indian	1,636	1.5	1,578	96.5	55	3.4	0	0.0	0	0.0
Multi-Racial	2,103	6.1	2,044	97.2	35	1.7	0	0.0	5	0.2
White	62,673	58.0	61,084	97.5	1,207	1.9	0	0.0	56	0.1
Title I	53,726	49.7	51,479	95.8	1,950	3.6	3	0.0	52	0.1
Schoolwide Program	51,312	47.5	49,129	95.7	968'1	3.7	3	0.0	50	0.1
Targeted Assistance	2,109	2.0	2,072	98.2	28	1.3	0	0.0	2	0.1
Migrant	1,066	1.0	952	89.3	112	10.5	0	0.0	1	0.1
Limited English Proficient (LEP)	3,756	3.5	2,904	77.3	831	22.1	10	0.3	-	0.0
All Students with Disabilities	19,010	17.6	16,140	84.9	2,710	14.3	0	0.0	34	0.2
Behaviorally-Emotionally Disabled	1,243	1.2	1,104	88.8	125	10.1	0	0.0	10	0.8
Hearing Impaired	168	0.2	146	6.98	20	11.9	0	0.0	1	9.0
Educable Mentally Disabled	2,382	2.2	1,179	49.5	1,189	49.9	0	0.0	2	0.1
Specific Learning Disabled	7,950	7.4	7,585	95.4	313	3.9	0	0.0	10	0.1
Speech-Language Impaired	1,032	1.0	1,006	97.5		==	0	0.0	2	0.2
Visually Impaired	17	0.1	99	93.0	5	7.0	0	0.0	0	0.0
Other Health Impaired	2,320	2.1	2,129	91.8	172	7.4	0	0.0	4	0.2
Orthopedically Impaired	68	0.1	59	66.3	29	32.6	0	0.0	0	0.0
Traumatic Brain Injury	38	0.0	56	68.4	12	31.6	0	0.0	0	0.0
Autistic	448	0.4	177	39.5	263	58.7	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	66	0.1	2	2.0	. 93	93.9	0	0.0	2	2.0
Multihandicapped	891	0.2	Ξ	6.5	146	6.98	0	0.0	0	0.0
Deaf-Blind	_	0:0	0	0.0		100.0	0	0.0	0	0.0
Trainable Mentally Disabled	335	0.3	4	1.2	324		0		-	0.3
Section 504	2,666	2.5	2,646	99.2	7	0.3	0	0.0	2	0,1

Notes: The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 15. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent

End-of-Grade 6 Reading

					Reading	ling				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=108,2351)	108,399	100.0	104,678	9.96	3,217	3.0	11	0.0	286	0.3
Female	52,522	48.5	51,163	97.4	1,176	2.2	9	0.0	102	0.2
Male	55,876	51.5	53,515	95.8	2,041	3.7	5	0.0	183	0.3
Asian	1,955	1.8	1,831	93.7	121	6.2	0	0.0	2	0.1
Black	33,367	30.8	31,988	95.9	1,194	3.6	3	0.0	117	0.4
Hispanic	6,051	5.6	5,224	86.3	789	13.0	7	0.1	22	0.4
American Indian	1,567	1.4	1,496	95.5	65	4.1	0	0.0	2	0.1
Multi-Racial	1,901	8.1	1,866	98.2	28	1.5	0	0.0	9	0.3
White	63,558	58.6	. 62,273	98.0	1,020	1.6	1	0.0	137	0.2
Title I	22,833	21.1	21,852	95.7	168	3.9	2	0.0	57	0.2
Schoolwide Program	21,556	6.61	20,676	95.9	962	3.7	1	0.0	55	0.3
Targeted Assistance	751	0.7	728	6.96	61	2.5	0	0.0	2	0.3
Migrant	921	0.8	792	86.0	126	13.7	2	0.2	0	0.0
Limited English Proficient (LEP)	3,202	3.0	2,324	72.6	098	26.9	11	0.3	5	0.2
All Students with Disabilities	18,056	16.7	15,482	85.7	2,383	13.2	1	0.0	95	0.5
Behaviorally-Emotionally Disabled	1,315	1.2	1,200	91.3	82	6.2	0	0.0	21	1.6
Hearing Impaired	171	0.2	138	80.7	29	17.0	0	0.0	2	1.2
Educable Mentally Disabled	2,463	2.3	1,441	58.5	1,008	40.9	0	0.0	=	0.4
Specific Learning Disabled	8,036	7.4	7,563	94.1	395	4.9	1	0.0	35	0.4
Speech-Language Impaired	400	0.4	385	96.3	∞	2.0	0	0.0	2	0.5
Visually Impaired	64	0.1	59	92.2	4	6.3	0	0.0	-	1.6
Other Health Impaired	2,421	2.2	2,236	92.4	156	6.4	0	0.0	13	0.5
Orthopedically Impaired	54	0.0	41	75.9	13	24.1	0	0.0	0	0.0
Traumatic Brain Injury	50	0.0	31	62.0	61	38.0	0	0.0	0	0.0
Autistic	345	0.3	144	41.7	195	56.5	0	0.0	1	0.3
Severely/Profoundly Mentally Disabled	59	0.1	potent	1.7	57	9.96	0	0.0	·	1.7
Multihandicapped	128	0.1	10	7.8	118	92.2	0	0.0	0	0.0
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	296	0.3	4	1.4	288	97.3	0	0.0	3	1.0
Section 504	2,250	2.1	2,227	0.66	6	0.4	0	0.0	5	0.2

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership" Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 16. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments,

Excluded Due to Limited English Proficiency, and Absent

End-of-Grade 6 Mathematics

					Mathematics	natics				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=108,2351)	108,399	0.001	104,852	96.7	3,034	2.8	12	0.0	294	0.3
Female	52,522	48.5	51,195	97.5	1,139	2.2	7	0.0	105	0.2
Male	55,876	51.5	53,657	0.96	1,895	3.4	5	0.0	188	0.3
Asian	1,955	1.8	1,838	94.0	114	5.8	0	0.0	2	0.1
Black	33,367	30.8	32,031	0.96	1,148	3,4	2	0.0	122	0.4
Hispanic	6,051	5.6	5,274	87.2	734	12.1	10	0.2	24	0.4
American Indian	1,567	1.4	1,514	9.96 ·	48	3.1	0	0.0		0.1
Multi-Racial	1,901	1.8	1,868	98.3	26	1.4	0	0.0	9	0.3
White	63,558	58.6	62,327	98.1	964	1.5	0	0.0	139	0.2
Title I	22,833	21.1	21,917	0.96	824	3.6	3	0.0	58	0.3
Schoolwide Program	21,556	19.9	20,736	96.2	735	3.4		0.0	56	0.3
Targeted Assistance	751	0.7	732	97.5	15	2.0	0	0.0	2	0.3
Migrant	921	8.0	962	86.4	121	13.1	3	0.3	0	0.0
Limited English Proficient (LEP)	3,202	3.0	2,373	74.1	810	25.3	12	0.4	4	0.1
All Students with Disabilities	18,056	16.7	15,615	86.5	2,241	12.4	0	0.0	105	9.0
Behaviorally-Emotionally Disabled	1,315	1.2	1,195	6.06	82	6.2	0	0.0	26	2.0
Hearing Impaired	171	0.2	142	83.0	25	14.6	0	0.0	2	1.2
Educable Mentally Disabled	2,463	2.3	. 1,456	59.1	686	40.2	0	0.0	15	9.0
Specific Learning Disabled	8,036	7.4	7,683	92.6	277	3.4	0	0.0	34	0.4
Speech-Language Impaired	400	0.4	386	96.5	7	8.	0	0.0	2	0.5
Visually Impaired	64	0.1	65	92.2	4	6.3	0	0.0	-	1.6
Other Health Impaired	2,421	2.2	2,242	92.6	151	6.2	0	0.0	12	0.5
Orthopedically Impaired	54	0.0	41	75.9	13	24.1	0	0.0	0	0.0
Traumatic Brain Injury	90	0.0	31	62.0	19	38.0	0	0.0	0	0.0
Autistic	345	0.3	138	40.0	201	58.3	0	0.0	-1	0.3
Severely/Profoundly Mentally Disabled	59	0.1		1.7	57	9.96	0	0.0	_	1.7
Multihandicapped	128	0.1	10	7.8	118	92.2	0	0.0	0	0.0
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	296	0.3	5	1.7	287	0.76	0	0.0	3	1.0
Section 504	2,250	2.1	2,224	8.86	6	0.4	0	0.0	8	0.4

Notas: The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 17. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 7 Reading

						Reading				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent	Number Alternate Assessments ³	Number Alternate Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=108,3411)	108,388	100.0	104,804	7.96	3,014	2.8	10	0.0	416	0.4
Female	52,452	48.4	51,157	97.5	1,072	2.0	4	0.0	156	0.3
Male	55,936	51.6	53,647	95.9	1,942	3.5	9	0.0	260	0.5
Asian	2,049	1.9	1,925	93.9	120	5.9	1	0.0	3	0.1
Black	33,039	30.5	31,712	0.96	1,095	3.3	0	0.0	176	0.5
Hispanic	5,585	5.2	4,775	85.5	191	13.7	6	0.2	33	9.0
American Indian	1,507	1.4	1,431	95.0	64	4.2	0	0.0	8	0.5
Multi-Racial	1,701	9.1	1,669	98.1	28	1.6	0	0.0	4	0.2
White	64,507	59.5	63,292	98.1	940	1.5	0	0.0	192	0.3
Title I	20,559	19.0	19,663	92.6	798	3.9	3	0.0	84	0.4
Schoolwide Program	19,626	18.1	18,816	95.9	716	3.6	3	0.0	80	0.4
Targeted Assistance	652	9.0	632	6.96	18	2.8	0	0.0	2	0.3
Migrant	919	9.0	550	81.4	122	18.0	1	0.1	3	0.4
Limited English Proficient (LEP)	3,007	2.8	2,116	70.4	870	28.9	01	0.3	11	0.4
All Students with Disabilities	17,496	1.91	15,138	86.5	2,169	12.4	0	0.0	121	0.7
Behaviorally-Emotionally Disabled	1,363	1.3	1,243	91.2	80	5.9	0	0.0	32	2.3
Hearing Impaired	134	0.1	118	88.1	91		0	0.0	0	0.0
Educable Mentally Disabled	2,745	2.5	1,692	9.19	1,022	37.2	0	0.0	23	0.8
Specific Learning Disabled	7,809	7.2	7,413	94.9	332	4.3	0	0.0	43	9.0
Speech-Language Impaired	298	0.3	283	95.0	13	4.4	0	0.0	0	0.0
Visually Impaired	62	0.1	55	88.7	9	6.7	0	0.0	0	0.0
Other Health Impaired	2,284	2.1	2,145	93.9	123	5.4	0	0.0	-	0.5
Orthopedically Impaired	59	0.1	40	8.79	17	28.8	0	0.0	2	3.4
Traumatic Brain Injury	57	0.1	38	2.99	16	28.1	0	0.0	2	3.5
Autistic	298	0.3	109	36.6	187	62.8	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	45	0.0	0	0.0	40	6'88	0	0.0	1	2.2
Multihandicapped	103	0.1	10	6.7	06	87.4	0	0.0	-	1.0
Deaf-Blind	_	0.0	0	0.0		.100.0	0	0.0	0	0.0
Trainable Mentally Disabled	235	0.2	7	3.0	221	94.0	0	0.0	0	0.0
Section 504	2,003	8.	1,985	99.1	5	0.2	0	0.0	9	0.3

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." 'Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets. The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 18. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent

End-of-Grade 7 Mathematics

Category Student Student Student Records ² Records ³ Female Stan S		Percent of								
Membership=108,341 ¹)		Student	Number	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number	Percent
	108,388	100.0	105,002	6.96	2,811	2.6	8	0.0	423	0.4
	52,452	48.4	51,216	97.6	1,013	1.9	4	0.0	157	0.3
	55,936	51.6	53,786	96.2	1,798	3.2	4	0.0	266	0.5
	2,049	1.9	1,938	94.6	101	5.2	-	0.0	3	0.1
	33,039	30.5	31,771	96.2	1,042	3.2	0	0.0	171	0.5
	5,585	5.2	4,837	9.98	705	12.6	7	0.1	35.	9.0
Racial	1,507	1.4	1,440	95.6	58	3.8	0	0.0	7	0.5
	1,701	9.1	1,669	98.1	25	1.5	0	0.0	9	0.4
	64,507	59.5	. 63,347	98.2	874	1.4	0	0.0	201	0.3
	20,559	0.61	19,716	6.56	748	3.6	2	0.0	18	0.4
Schoolwide Program 19,6	19,626	18.1	18,863	96.1	119	3.4	2	0.0	78	0.4
Targeted Assistance	652	9.0	635	97.4	91	2.5	0	0.0	-	0.2
Migrant	929	9.0	554	82.0	119	17.6	0	0.0	3	0.4
Limited English Proficient (LEP) 3,0	3,007	2.8	2,187	72.7	800	26.6	8	0.3	12	0.4
All Students with Disabilities 17,4	17,496	1.91	15,279	87.3	2,030	11.6	0	0.0	117	0.7
Behaviorally-Emotionally Disabled 1,3	1,363	1.3	1,250	7.16	73	5.4	0	0.0	32	2.3
Hearing Impaired	134	0.1	118	88.1	91	11.9	0	0.0	0	0.0
Educable Mentally Disabled 2,7	2,745	2.5	1,721	62.7	993	36.2	0	0.0	22	8.0
	7,809	7.2	7,512	96.2	234	3.0	0	0.0	40	0.5
Impaired	298	0.3	281	94.3	13	4.4	0	0.0	2	0.7
	62	0.1	55	88.7	9	6.6	0	0.0	0	0.0
Other Health Impaired 2,2	2,284	2.1	2,147	94.0	121	5.3	9	0.0	11	0.5
p	59	0.1	40	8.79	18	30.5	0	0.0		1.7
Traumatic Brain Injury	27	0.1	40	70.2	15	26.3	0	0.0	_	1.8
Autistic	298	0.3	901	35.6	189	63.4	0	0.0	0	0.0
lly Mentally Disabled	45	0.0	0	0.0	40	6.88	0	0.0		2.2
Multihandicapped	103	0.1	10	7.6	06	87.4	0	0.0	-	1.0
	-	0.0	0	0.0	_	100.0	0	0.0	0	0.0
entally Disabled	235	0.2	00	3.4	. 220	93.6	0		0	0.0
Section 504	2,003	1.8	1,991	99.4		0.0	0	0.0	9	0.3

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP).

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 19. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent

End-of-Grade 8 Reading

					Reading	ing				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=107,4541)	105,323	0.001	101,948	8.96	2,688	2.6	12	0.0	499	0.5
Female	52,049	49.4	50,744	97.5	110,1	1.9	10	0.0	205	0.4
Male	53,274	50.6	51,204	96.1	1,677	3.1	2	0.0	294	9.0
Asian	2,036	1.9	1,928	94.7	104	5.1	_	0.0	2	0.1
Black	31,435	29.8	30,168	0.96	696	3.1	_	0.0	235	0.7
Hispanic	5,256	5.0	4,537	86.3	699	12.7	10	0.2	33	9.0
American Indian	1,458	1.4	1,383	94.9	65	4.5	0	0.0	∞	0.5
Multi-Racial	1,513	1.4	1,484	98.1	23	1.5	0	0.0	4	0.3
White	63,624	60.4	62,448	98.2	858	1.3	0	0.0	216	0.3
Title I	19,900	18.9	19,049	95.7	733	3.7	0	0.0	93	0.5
Schoolwide Program	19,153	18.2	18,376	95.9	662	3.5	0	0.0	92	0.5
Targeted Assistance	527	0.5	507	96.2	17	3.2	0	0.0	-	0.2
Migrant	602	9.0	510	84.7	16	15.1	0	0.0	-	0.2
Limited English Proficient (LEP)	2,812	2.7	2,040	72.5	749	26.6	12	0.4	10	0.4
All Students with Disabilities	16,530	15.7	14,321	9.98	1,970	11.9	0	0.0	157	6.0
Behaviorally-Emotionally Disabled	1,369	1.3	1,247	91.1	73	5.3	0	0.0	47	3.4
Hearing Impaired	135	0.1	116	85.9	. 18	13,3	0	0.0	_	0.7
Educable Mentally Disabled	2,597	2.5	1,701	65.5	998	33.3	0	0.0	22	8.0
Specific Learning Disabled	7,496	7.1	7,154	95.4	264	3.5	0	0.0	58	8.0
Speech-Language Impaired	208	0.2	196	94.2	7	3.4	0	0.0	-	0.5
Visually Impaired	52	0.0	48	92.3	3	5.8	0	0.0		6.1
Other Health Impaired	1,940	1.8	1,838	94.7	79	4.1	0	0.0	14	0.7
Orthopedically Impaired	99	0.1	44	66.7	20	30.3	0	0.0	2	3.0
Traumatic Brain Injury	69	0.1	47	72.3	18	27.7	0	0.0	0	0.0
Autistic	273	0.3	115	42.1	155	56.8	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	74	0.1	0	0.0	64	86.5	0	0.0	0	0.0
Multihandicapped	145	0.1	61	13.1	114	78.6	0	0.0	2	1.4
Deaf-Blind	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	303	0.3	gener	3.6	279	92.1	0	0.0	0	0.0
Section 504	1,807	1.7	1,785	8.86	01	9.0	0	0.0	6	0.5

Notas: 1The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). ²The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. The total for "All Students with Disabilities" includes Section 504.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 20. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent Preliminary Report

End-of-Grade 8 Mathematics

					Mathematics	natics				
Category	Number of Student Records ²	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ³	Percent Alternate Assessments	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total (Verified Membership=107,4541)	105,323	100.0	102,034	6.96	2,579	2.4	11	0.0	524	0.5
Female	52,049	49.4	50,757	97.5	086	1.9	6	0.0	223	0.4
Male	53,274	9:05	51,277	96.3	1,599	3.0	2	0.0	301	9.0
Asian	2,036	1.9	1,936	95.1	96	4.7	1	0.0	2	0.1
Black	31,435	29.8	30,199	96.1	935	3.0	1	0.0	238	8.0
Hispanic	5,256	5.0	4,561	86.8	641	12.2	6	0.2	37	0.7
American Indian	1,458	1.4	1,390	95.3	55	3.8	0	0.0		8.0
Multi-Racial	1,513	1.4	1,484	98.1	21	1.4	0	0.0	9	0.4
White	63,624	60.4	62,464	98.2	831	1.3	0	0.0	229	0.4
Title I	19,900	18.9	19,097	0.96	683	3.4	0	0.0	95	0.5
Schoolwide Program	19,153	18.2	18,421	96.2	615	3.2	0	0.0	94	0.5
Targeted Assistance	527	0.5	507	96.2	17	3.2	0	0.0	1	0.2
Migrant	602	9.0	513	85.2	88	14.6	0	0.0	1	0.2
Limited English Proficient (LEP)	2,812	2.7	2,071	73.6	717	25.5	11	0.4	11	0.4
All Students with Disabilities	16,530	15.7	14,395	87.1	1,887	11.4	0	0.0	166	1.0
Behaviorally-Emotionally Disabled	1,369	1.3	1,244	6.06	. 73	5.3	0	0.0	90	3.7
Hearing Impaired	135	0.1	116	85.9	18	13.3	0	0.0	-	0.7
Educable Mentally Disabled	2,597	2.5	1,712	62.9	849	32.7	0	0.0	29	1.1
Specific Learning Disabled	7,496	7.1	7,219	96.3	861	2.6	0	0.0	58	8.0
Speech-Language Impaired	208	0.2	195	93.8	8	3.8	0	0.0	_	0.5
Visually Impaired	52	0.0	48	92.3	3	5.8	0	0.0	-	1.9
Other Health Impaired	1,940	1.8	1,837	94.7	80	4.1	0	0.0	14	0.7
Orthopedically Impaired	99	0.1	43	65.2	21	31.8	0	0.0	2	3.0
Traumatic Brain Injury	65	0.1	47	72.3	17	26.2	0	0.0		1.5
Autistic	273	0.3	116	42.5	155	56.8	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	74	0.1	0	0.0	64	86.5	0	0.0	0	0.0
Multihandicapped	. 145	0.1	20	13.8	114	78.6	0	0.0		0.7
Deaf-Blind	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	303	0.3	=	3.6	279	92.1	0	0.0	0	0.0
Section 304	1,807	1.7	1,787	6.86	8	0.4	0	0.0	∞	0.4

Notes: 'The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

"The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Preliminary Report Table 21. 2002-03 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	247.9	102,241	150	
CATEGORY 1: Cognition			56	71.8
CATEGORY 2: Interpretation			55	69.5
CATEGORY 3: Critical stance			29	63.5
CATEGORY 4: Connections			10	71.1
MATHEMATICS	253.3	102,672	240	
Math Calculator Inactive			72	68.4
Math Calculator Active			168	72.0
GOAL 1: Identify and use numbers to less than 2	10,000.		96	73.5
GOAL 2: Understand and use basic geometric prand standard units of measurement	roperties		72	66.2
GOAL 3: Understand classification, pattern, and seriation.			36	71.6
GOAL 4: Understand data collection, display, ar interpretation.	ad		36	72.6
NUMBER OF D E STUDENTS	F			
TAKING FORM 34,241 34,229 34	,202			

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 22. 2002-03 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	252.4	100,351	150	
CATEGORY 1: Cognition			59	70.6
CATEGORY 2: Interpretation			58	68.2
CATEGORY 3: Critical stance			27	61.8
CATEGORY 4: Connections			6	78.2
MATHEMATICS	259.1	100,750	240	
Math Calculator Inactive			72	67.5
Math Calculator Active			168	68.8
GOAL 1: Read, write, model, and compute wit numbers.	h rational		99	68.3
GOAL 2: Understand and use properties and regeometry and standard units of metricustomary measurement			60	66.1
GOAL 3: Understand patterns and relationship	S		33	67.5
GOAL 4: Understand and use graphing, probabilities data analysis	pility, and		48	72.1
STUDENTS	F			
TAKING FORM 33,635 33,669 33,4	46			

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.
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Preliminary Report Table 23. 2002-03 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	256.9	103,464	150	
CATEGORY 1: Cognition			53	72.4
CATEGORY 2: Interpretation			59	70.1
CATEGORY 3: Critical stance			30	67.6
CATEGORY 4: Connections			8	72.4
MATHEMATICS	262.3	103,899	240	
Math Calculator Inactive			72	63.9
Math Calculator Active			168	59.3
GOAL 1: Understand and compute with ratio	onal numbers		96	64.1
GOAL 2: Understand and use properties and geometry and standard units of me customary measurement			60	53.7
GOAL 3: Understand patterns, relationships algebraic representation	, and elementary		39	67.2
GOAL 4: Understand and use graphing, prol data analysis	bability, and		45	57.1
NUMBER OF D E STUDENTS	F			
TAKING FORM 34,661 34,633	34,605			

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 24. 2002-03 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	258.7	104,678	168	
CATEGORY 1: Cognition			49	75.3
CATEGORY 2: Interpretation			67	68.1
CATEGORY 3: Critical stance			41	65.5
CATEGORY 4: Connections			11	71.2
MATHEMATICS	265.8	104,852	240	
Math Calculator Inactive			72	63.0
Math Calculator Active			168	61.7
GOAL 1: Understand and compute with ratio	nal numbers		90	67.5
GOAL 2: Understand and use properties and geometry and standard units of met customary measurement			66	55.4
GOAL 3: Understand patterns, relationships, representations	and algebraic		42	60.9
GOAL 4: Understand and use graphing, probadata analysis	ability, and		42	62.1
NUMBER OF D E STUDENTS	F			
TAKING FORM** 34,962 34,980	34,910			

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 25. 2002-03 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	261.2	104,804	112	
CATEGORY 1: Cognition			29	72.7
CATEGORY 2: Interpretation			47	63.0
CATEGORY 3: Critical stance			30	65.2
CATEGORY 4: Connections			6	60.8
MATHEMATICS	268.3	105,002	160	
Math Calculator Inactive		•	48	54.1
Math Calculator Active			112	57.9
GOAL 1: Understand and compute with real	numbers		48	63.6
GOAL 2: Understand and use properties and geometry and standard units of me customary measurement			28	56.4
GOAL 3: Understand patterns, relationships, algebraic concepts	and fundamental		40	58.0
GOAL 4: Understand and use graphing, prob data analysis	pability, and		44	48.4
NUMBER OF C D STUDENTS				

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 26. 2002-03 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	263.9	101,948	167	
CATEGORY 1: Cognition			49	72.0
CATEGORY 2: Interpretation			67	65.0
CATEGORY 3: Critical stance			42	62.9
CATEGORY 4: Connections			10	60.2
MATHEMATICS	271.7	102,034	240	
Math Calculator Inactive			72	48.2
Math Calculator Active			168	56.9
GOAL 1: Understand and compute with real n	umbers		105	56.2
GOAL 2: Understand and use properties and regeometry and standard units of metrocustomary measurement			60	48.1
GOAL 3: Understand patterns, relationships, a algebraic concepts	nd fundamental		36	55.7
GOAL 4: Understand and use graphing, probadata analysis	bility, and		39	57.4
NUMBER OF C D STUDENTS	E 34,014			

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 27. 2002-03 End-of-Grade Distribution of Scale Scores Grade 3 Reading

NUMBER OF STUDENTS WITH	102,241	HIGH SCORE 272	
VALID SCORES	102,241	LOW SCORE 216	
MEAN	247.9	2003 STATE PERCENTILES	SCALE SCORE
STANDARD		90	258.90
DEVIATION	9.1	75	254.59
		50 (<u>MEDIAN</u>)	248.63
VARIANCE	82.1	25	242.25
		10	235 39

FREQUENCY DISTRIBUTION

SCALE		CUMULATIVE		CUMULATIVE	2003 STATE
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
272	41	102241	0.04	100.00	99
271	63	102200	0.06	99.96	99
269	242	102137	0.24	99.90	99
268	286	101895	0.28	99.66	99
267	241	101609	0.24	99.38	99
266	511	101368	0.50	99.15	99
265	1116	100857	1.09	98.65	98
263	1496	99741	1.46	97.55	97
262	1010	98245	0.99	96.09	96
261	2285	97235	2.23	95.10	94
260	1362	94950	1.33	92.87	92
259	2610	93588	2.55	91.54	90
258	3207	90978	3.14	88.98	87
257	1417	87771	1.39	85.85	85
256	5016	86354	4.91	84.46 .	82
255	5107	81338	5.00	79.56	77
254	3411	76231	3.34	74.56	73
253	3193	72820	3.12	71.22	70
252	4773	69627	4.67	68.10	66
251	4595	64854	4.49	63.43	61
250	4538	60259	4.44	58.94	57
249	5284	55721	5.17	54.50	52
248	3945	50437	3.86	49.33	47
247	3746	46492	3.66	45.47	44
246	6603	42746	6.46	41.81	39
245	3795	36143	3.71	35.35	34
244	2765	32348	2.70	31.64	30
243	3273	29583	3.20	28.93	27
242	3022	26310	2.96	25.73	24
241	2856	23288	2.79	22.78	21
240	2633	20432	2.58	19.98	19
239	1773	17799	1.73	17.41	17
238	1711	16026	1.67	15.67	15
237	1510	14315	1.48	14.00	13
236	2436	12805	2.38	12.52	11
235	1373	10369	1.34	10.14	9
234	1253	8996	1.23	8.80	8
233	1183	7743	1.16	7.57	7
232	836	6560	0.82	6.42	6
231	682	5724	0.67	5.60	5
230	1018	5042	1.00	4.93	4
229	931	4024	0.91	3.94	3
228	1004	3093	0.98	3.03	3
227	583	2089	0.57	2.04	2
226	491	1506	0.48	1.47	1
225	411	1015	0.40	0.99	1
224	362	604	0.35	0.59	1
223	120	242	0.12	0.24	1
222	65	122	0.06	0.12	1
LESS THAN 222	57	57	0.06	0.06	1

Preliminary Report Table 28. 2002-03 End-of-Grade Distribution of Scale Scores Grade 3 Mathematics

NUMBER OF STUDENTS WITH	102,672	HIGH SCORE 272	
VALID SCORES	102,072	<u>LOW SCORE</u> 227	
MEAN	253.3	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	261.22
DEVIATION	6.3	75	257.49
		50 (<u>MEDIAN</u>)	253.45
VARIANCE	39.9	25	249.35
		10	245.06

FREQUENCY DISTRIBUTION

	SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
	SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
	272	33.	102672	0.03	100.00	99
	271	164	102639	0.16	99.97	99
	270	94	102475	0.09	99.81	99
	269	416	102381	0.41	99.72	99
	268	171	101965	0.17	99.31	99
	267	989	101794	0.96	99.14	98
	266	480	100805	0.47	98.18	97
	265	826	100325	0.80	97.71	96
	264	1716	99499	1.67	96.91	95
	263	1951	97783	1.90	95.24	94
	262	2259	95832	2.20	93.34	93
	261 .	4172	93573	4.06	91.14	91
	260	3607	89401	3.51	87.07	89
	259	2844	85794	2.77	83.56	86
	258	. 5897	82950	5.74	80.79	82
	257	6183	77053	6.02	75.05	79
	256	6231	70870	6.07	69.03	75
	255	6058	64639	5.90	62.96	72
	254	6901	58581	6.72	57.06	67
	253	6530	51680	6.36	50.34	62
	252	7601	45150	7.40	43.97	57
	251	4817	37549	4.69	36.57	53
	250	6361	32732	6.20	31.88	49
	249	4791	26371	4.67	25.68	44
	248	3707	21580	3.61	21.02	38
	247	3715	17873	3.62	17.41	33
	246	2712	14158	2.64	13.79	28
	245	2688	11446	2.62	11.15	24
	244	1719	8758	1.67	8.53	20
	243	1836	7039	1.79	6.86	17
	242	1251	5203	1.22	5.07	14
	241	922	3952	0.90	3.85	11
	240	789	3030	0.77	2.95	9
	239	669	2241	0.65	2.18	7
	238	398	1572	0.39	1.53	5
	237	457	1174	0.45	1.14	3
	236	310	717	0.30	0.70	2
	235	163	407	0.16	0.40	2
	234	142	244	0.14	0.24	1
	233	43	102	0.04	0.10	1
	232	30	59	0.03	0.06	1
LESS T	THAN 232	29	29	0.03	0.03	1

Preliminary Report Table 29. 2002-03 End-of-Grade Distribution of Scale Scores Grade 4 Reading

NUMBER OF STUDENTS WITH	100.351	Grade 4 Reading	HIGH SCORE 27	75
VALID SCORES	,		LOW SCORE 22	24
MEAN	252.4		2003 STATE PERCENTILES	SCALE SCORE
STANDARD			90	262.94
DEVIATION	8.7		75	258.66
			50 (MEDIAN)	252.96
VARIANCE	75.2		25	246.88
•			10	240.58

FREQUENCY DISTRIBUTION

SCALE	EDECLIENCE	CUMULATIVE	DED CELIC	CUMULATIVE	2003 STATE
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
275	102	100351	0.10	100.00	99
273	200	100249	0.20	99.90	99
272	191	100049	0.19	99.70	99
271	257	99858	0.26	99.51	99
270	916	99601	0.91	99.25	99
269	522	98685	0.52	98.34	98
268	685	98163	0.68	97.82	97
267	819	97478	0.82	97.14	97
266	1732	96659	1.73	96.32	95
265	2090	94927	2.08	94.59	94
264	1179	92837	1.17	92.51	92
263	2394	91658	2.39	91.34	90
262	4108	89264	4.09	88.95	87
261	1529	85156	1.52	84.86	84
260	4446	83627	4.43	83.33	81
259	4690	79181	4.67	78.90	77
258	2785	74491	2.78	74.23	73
257	4608	71706	4.59	71.46	69
256	4458	67098	4.44	66.86	65
255	4267	62640	4.25	62.42	60
254	5278	58373	5.26	58.17	56
253	5427	53095	5.41	52.91	50
252	4881	47668	4.86	47.50	45
251	4501	42787	4.49	42.64	40
250	3213	38286	3.20	38.15	37
249	4066	35073	4.05	34.95	33
248	3760	31007	3.75	30.90	29
247	3477	27247	3.46	27.15	25
246	3132	23770	3.12	23.69	22
245	2204	20638	2.20	20.57	19
244	2114	18434	2.11	18.37	17
243	2584	16320	2.57	16.26	15
242	2262	13736	2.25	13.69	13
241	1568	11474	1.56	11.43	11
240	1494	9906	1.49	9.87	9
239	1307	8412	1.30	8.38	8
		7105	1.13	7.08	7
238	1134	5971	1.13	5.95	5
237	1121				5
236	599	4850	0.60	4.83	
235	661	4251	0.66	4.24	4
234	844	3590	0.84	3.58	3
233	812	2746	0.81	2.74	2
232	803	1934	0.80	1.93	2
231	401	1131	0.40	1.13	1
230	311	730	0.31	0.73	1
229	199	419	0.20	0.42	1
228	162	220	0.16	0.22	1
AN 228	58	58	0.06	0.06	1

Preliminary Report Table 30. 2002-03 End-of-Grade Distribution of Scale Scores Grade 4 Mathematics

	•	Ji aue 7 Mathematics	
NUMBER OF		HIGH SCORE 282	
STUDENTS WITH	100,750	YOW GOOD AND	
VALID SCORES		LOW SCORE 232	
MEAN	259.1	2003 STATE	SCALE
	-	PERCENTILES	SCORE
STANDARD		90	268.49
DEVIATION	7.5	75	264.14
		50 (MEDIAN)	259.12
VARIANCE	55.5	25	254.20
		10	249.42

FREQUENCY DISTRIBUTION

SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
SCORE	FREOUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
282	38	100750	0.04	100.00	99
280	125	100712	0.12	99.96	99
279	84	100587	0.08	99.84	99
278	226	100507	0.22	99.75	99
277	334	100277	0.33	99.53	99
276	246	99943	0.24	99.20	99
275	566	99697	0.56	98.95	99
274	694	99131	0.69	98.39	98
273	898	98437	0.89	97.70	97
272	1609	97539	1.60	96.81	97
271	1156	95930	1.15	95.22	96
270	1882	94774	1.87	94.07	94
269	2200	92892	2.18	92.20	93
268	3134	90692	3.11	90.02	92
267	2598	87558	2.58	86.91	90
266	4274	84960	4.24	84.33	88
265	3466	80686	3.44	80.09	86
264	4588	77220	4.55		
				76.65	83
263	4692	72632	4.66	72.09	80
262	4624	67940	4.59	67.43	77
261	5525	63316	5.48	62.84	74
260	5405	57791	5.36	57.36	70
259	5277	52386	5.24	52.00	66
258	5930	47109	5.89	46.76	62
257	4937	41179	4.90	40.87	58
256	4551	36242	4.52	35.97	53
255	5086	31691	5.05	31.46	48
254	4722	26605	4.69	26.41	43
253	3581	21883	3.55	21.72	39
252	3214	. 18302	3.19	18.17	35
251	2834	15088	2.81	14.98	30
250	2008	12254	1.99	12.16	26
249	2271	10246	2.25	10.17	23
248	1859	7975	1.85	7.92	18
247	819	6116	0.81	6.07	15
246	1402	5297	1.39	5.26	12
245	737	3895	0.73	3.87	9
244	803	3158	0.80	3.13	7
243	411	2355	0.41	2.34	5
242	679	1944	0.67	1.93	4
241	298	1265	0.30	1.26	3
240	245	967	0.24	0.96	2
239	300	722	0.30	0.72	1
238	159	422	0.16	0.42	1
237	92	263	0.09	0.26	1
236	91	171	0.09	0.17	1
235	44	80	0.04	0.08	1
N 235	36	36	0.04	0.04	1

Preliminary Report Table 31. 2002-03 End-of-Grade Distribution of Scale Scores Grade 5 Reading

NUMBER OF STUDENTS WITH	[HIGH SCORE 277	
VALID SCORES	105,101	LOW SCORE 230	
MEAN	256.9	2003 STATE PERCENTILES	SCALE
STANDARD		90	SCORE 267.10
DEVIATION	8.0	75	262.55
		50 (MEDIAN)	257.18
VARIANCE	64.5	25	251.82
		10	245.95

FREQUENCY DISTRIBUTION

SCALE		CUMULATIVE		CUMULATIVE	2003 STATE
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
277	183	103464	0.18	100.00	99
276	367	103281	0.35	99.82	99
274	449	102914	0.43	99.47	99
273	1068	102465	1.03	99.03	99
271	1648	101397	1.59	98.00	97
270	846	99749	0.82	96.41	96
269	2232	98903	2.16	95.59	95
268	2422	96671	2.34	93.43	92
267	2799	94249	2.71	91.09	90
266	1372	91450	1.33	88.39	88
265	4559	90078	4.41	87.06	85
264	3280	85519	3.17	82.66	81
263	4898	82239	4.73	79.49	77
262	4844	77341	4.68	74.75	72
261	4934	72497	4.77	70.07	68
260	4624	67563	4.47	65.30	63
259	4647	62939	4.49	60.83	59
258	4391	58292	4.24	56.34	54
257	6876	53901	6.65	52.10	49
256	5149	47025	4.98	45.45	43
255	3615	41876	3.49	40.47	39
254	5428	38261	5.25	36.98	34
253	4021	32833	3.89	31.73	30
252	4359	28812	4.21	27.85	26
251	3320	24453	3.21	23.63	22
250	2174	21133	2.10	20.43	19
249	3911	18959	3.78	18.32	16
248	1714	15048	1.66	14.54	14
247	1651	13334	1.60	12.89	12
246	2419	11683	2.34	11.29	10
245	1740	9264	1.68	8.95	8
244	1136	7524	1.10	7.27	7
243	1047	6388	1.01	6.17	6
242	996	5341	0.96	5.16	5
241	878	4345	0.85	4.20	4
240	836		0.81	3.35	3
239		3467		2.54	2
	738	2631	0.71		2
238	579	1893	0.56	1.83	
237	473	1314	0.46	1.27	1
236	325	841	0.31	0.81	1
235	258	516	0.25	0.50	1
234	141	258	0.14	0.25	1
233	81	117	0.08	0.11	1
ESS THAN 233	36	36	0.03	0.03	1

Preliminary Report Table 32. 2002-03 End-of-Grade Distribution of Scale Scores Grade 5 Mathematics

NUMBER OF STUDENTS WITH	103,899	HIGH SCORE 291	
VALID SCORES	103,033	LOW SCORE 235	
MEAN	262.3	2003 STATE PERCENTILES	SCALE SCORE
STANDARD		90	273.70
DEVIATION	8.9	75	268.38
		50 (MEDIAN)	262.09
VARIANCE	78.9	25	256.10
		10	250.44

				10	250	
		FREQUENCY DI	STRIBUTION			
SCALE		CUMULATIVE		CUMULATIVE	2001 STATE	
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE	
291	9	103899	0.01	100.00	99	
290	8	103890	0.01	99.99	99	
289	44	103882	0.04	99.98	99	
288	38	103838	0.04	99.94	99	
287	129	103800	0.12	99.90	99	
286	104	103671	0.10	99.78	99	
285	228	103567	0.22	99.68	99	
284	162	103339	0.16	99.46	99	
283	311	103177	0.30	99.31	99	
282	427	102866	0.41	99.01	98	
281	517	102439	0.50	98.59	98	
280	553	101922	0.53	98.10	98	
279	999	101369	0.96	97.56	97	
278	1095	100370	1.05	96.60	96	
277	1287	99275	1.24	95.55	95	
276	1336	97988	1.29	94.31	94	
275	1909	96652	1.84	93.02	93	
274	1541	94743	1.48	91.19	92	
273	2728	93202	2.63	89.70	90	
272	2376	90474	2.29	87.08	88	
271	3134	88098	3.02	84.79	86	
270	3297	84964	3.17	81.78	84	
269	3411	81667	3.28	78.60	82	
268	2871	78256	2.76	75.32	80	
267	4459	75385	4.29	72.56	77	
266 265	4535	70926	4.36	68.26	74	
264	4703	66391	4.53	63.90	71	
263	4792	61688	4.61	59.37	67	
262	3266 4149	56896	3.14	54.76	64	
261	4925	53630	3.99	51.62	61	
260	4896	49481	4.74	47.62	57	
259	4643	44556 39660	4.71	42.88	52	
258	4592	35017	4.47 4.42	38.17 33.70	49	
257	2981	30425	2.87	29.28	45	
256	3642	27444	3.51	26.41	41 37	
255	4264	23802	4.10	22.91	32	
254	1940	19538	1.87	18.80	28	
253	3692	17598	3.55	16.94	25	
252	1729	13906	1.66	13.38	21	
251	1609	12177	1.55	11.72	18	
250	2836	10568	2.73	10.17	15	
249	1349	7732	1.30	7.44	12	
248	1064	6383	1.02	6.14	10	
247	991	5319	0.95	5.12	В	
246	924	4328	0.89	4.17	6	
245	763	3404	0.73	3.28	5	
244	869	2641	0.84	2.54	3	
243	650	1772	0.63	1.71	3	
242	458	1122	0.44	1.08	2	
241	252	664	0.24	0.64	1	
240	169	412	0.16	0.40	1	
239	122	243	0.12	0.23	1	
238	79	121	0.08	0.12	1	
237	29	42	0.03	0.04	1	
236	7	13	0.01	0.01	1	
235	6	6	0.01	0.01	1	
ta received from	m I E As and shorter		10 2002	1 1 11 .11 .11		

Notes: Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 33. 2002-03 End-of-Grade Distribution of Scale Scores Grade 6 Reading

NUMBER OF STUDENTS WITH	104,678	HIGH SCORE 283	
VALID SCORES	104,076	LOW SCORE 229	
MEAN	258.7	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	269.29
DEVIATION	8.5	75	264.66
		50 (<u>MEDIAN</u>)	259.22
VARIANCE	73.1	25	253.55
		10	247.54

FREQUENCY DISTRIBUTION

SCALE	EDECLIENCE	CUMULATIVE	DED CEVE	CUMULATIVE	2003 STATE
SCORE 283	FREQUENCY	FREQUENCY	PERCENT 0.06	PERCENT 100.00	PERCENTILE 99
281	62 113	104678	0.11	99.94	. 99
. 280	383	104616	0.11	99.83	99
277	759	104503 104120	0.37	99.83	99
276			0.73	98.74	99
	440	103361	1.87	98.32	97
274	1957	102921	1.79	96.45	96
272	1869	100964			
271	2049	99095	1.96 2.16	94.67 92.71	94 92
270	2266	97046		90.54	89
269	2708	94780	2.59		
268	2779	92072	2.65 2.58	87.96	87
267	2704	89293		85.30	84
266	4323	86589	4.13	82.72 78.59	81
265	4492	82266	4.29		76
264	4410	77774	4.21	74.30	72
263	4280	73364	4.09	70.09	68
262	6855	69084	6.55	66.00	63
261	4070	62229	3.89	59.45	58
260	3778	58159	3.61	55.56	54
259	7209	54381	6.89	51.95	49
258	3336	47172	3.19	45.06	43
257	5191	43836	4.96	41.88	39
256	4836	38645	4.62	36.92	35
255	3566	33809	3.41	32.30	31
254	4273	30243	4.08	28.89	27
253	3196	25970	3.05	24.81	23
252	3452	22774	3.30	21.76	20
251	2565	19322	2.45	18.46	17
250	1818	16757	1.74	16.01	15
249	2619	14939	2.50	14.27	13
248	1934	12320	1.85	11.77	11
247	1274	10386	1.22	9.92	9
246	1199	9112	1.15	8.70	8
245	1082	7913	1.03	7.56	7
244	1051	6831	1.00	6.53	6
243	923	5780	0.88	5.52	5
242	857	4857	0.82	4.64	4
241	767	4000	0.73	3.82	3
240	686	3233	0.66	3.09	3
239	598	2547	0.57	2.43	' 2
238	549	1949	0.52	1.86	2
237	443	1400	0.42	1.34	1
236	314	957	0.30	0.91	1
235	364	643	0.35	0.61	1
234	123	279	0.12	0.27	1
233	98	156	0.09	0.15	1
S THAN 233	58	58	0.06	0.06	1

Preliminary Report Table 34. 2002-03 End-of-Grade Distribution of Scale Scores Grade 6 Mathematics

		Grade o Mathematics		
NUMBER OF			HIGH SCORE 293	
STUDENTS WITH VALID SCORES	104,852		LOW SCORE 236	
MEAN	265.8		2003 STATE	SCALE
			PERCENTILES	SCORE
STANDARD			90	277.90
DEVIATION	9.3		75	272.27
			50 (MEDIAN)	265.89
VARIANCE	86.8		25	259.42
			10	253.52

	00.0			10	253.52
		FREQUENCY DI	STRIBUTION		
SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
293	39	104852	0.04	100.00	99
292	91	104813	0.09	99.96	99
290	254	104722	0.24	99.88	99
289	102	104468	0.10	99.63	99
288	378	104366	0.36	99.54	99
287	185	103988	0.18	99.18	99
286	613	103803	0.58	99.00	99
285	282	103190	0.27	98.41	98
284	1109	102908	1.06	98.15	98
283	367	101799	0.35	97.09	97
282	1314	101432	1.25	96.74	96
281	1461	100118	1.39	95.49	96
280	1607	98657	1.53	94.09	94
279	1665	97050	1.59	92.56	93
278	1704	95385	1.63	90.97	92
277	2413	93681	2.30	89.35	90
276	3190	91268	3.04	87.04	89
275	1946	88078	1.86	84.00	87
274	3991	86132	3.81	82.15	85
273	2734	82141	2.61	78.34	83
272	3297	79407	3.14	75.73	80
271	4222	76110	4.03	72.59	78
270	4160	71888	3.97	68.56	75
269	4173	67728	3.98	64.59	72
268	4240	63555	4.04	60.61	69
267	4231	59315	4.04	56.57	66
266	4384	55084	4.18	52.54	62
265	4102	50700	3.91	48.35	59
264	4308	46598	4.11	44.44	56
263	4166	42290	3.97	40.33	52
262	3439	38124	3.28	36.36	48
261	4115	34685	3.92	33.08	44
260	4023	30570	3.84	29.16	40
259	3965	26547	3.78	25.32	36
258	2497	22582	2.38	21.54	32
257	3031	20085	2.89	19.16	28
256	2396	17054	2.29	16.26	25
255	2220	14658	2.12	13.98	21
254	2001	12438	1.91	11.86	18
253	1844	10437	1.76	9.95	15
252	1734	8593	1.65	8.20	12
251	1120	6859	1.07	6.54	10
250	1100	5739	1.05	5.47	8
249	892	4639	0.85	4.42	6
248	789	3747	0.75	3.57	5
247	1128	2958	1.08	2.82	4
246	525	1830	0.50	1.75	3
245	526	1305	0.50	1.24	2
244 243	269	779	0.26	0.74	1
243	288	510	0.27	0.49	1
241	101	222	0.10	0.21	1
241	65 27	121	0.06	0.12	1
LESS THAN 240	29	56	0.03	0.05	1
	43	29	0.03	0.03	1

Preliminary Report Table 35. 2002-03 End-of-Grade Distribution of Scale Scores Grade 7 Reading

NUMBER OF STUDENTS WITH	104,804	<u>HIGH SCORE</u> 287	
VALID SCORES	104,004	LOW SCORE 228	
MEAN	261.2	2003 STATE PERCENTILES	SCALE SCORE
STANDARD		90	272.19
DEVIATION	9.1	75	267.52
		50 (<u>MEDIAN</u>)	261.93
VARIANCE	82.1	25	255.56
		10	248 44

SCALE		FREQUENCY DI CUMULATIVE	<u>DIADOIAOI</u>	CUMULATIVE	2003 STATE
SCORE	FREOUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILI
287	22	104804	0.02	100.00	99
285	59	104782	0.06	99.98	99
284	99 .	104723	0.09	99.92	99
282	200	104624	0.19	99.83	99
281	261	104424	0.25	99.64	99
279	973	104163	0.93	99.39	99
277	1606	103190	1.53	98.46	98
276	968	101584	0.92	96.93	96
275	1130	100616	1.08	96.00	95
274	1259	99486	1.20	94.93	94
273	2899	98227	2.77	93.72	92
272	3250	95328	3.10	90.96	89
271	1774	92078	1.69	87.86	87
270	3762	90304	3.59	86.16	84
269	3984	86542	3.80	82.58	81
268	4040	82558	3.85	78.77	77
267	4169	78518	3.98	74.92	73
266	6321	74349	6.03	70.94	68
265	4042	68028	3.86	64.91	63
264	5701	63986	5.44	61.05	58
					54
263	3810	58285	3.64	55.61	
262	3607	54475	3.44	51.98	50
261	5264	50868	5.02	48.54	46
260	3360	45604	3.21	43.51	42
259	6412	42244	6.12	40.31	37
258	2996	35832	2.86	34.19	33
257	4171	32836	3.98	31.33	29
256	2628	28665	2.51	27.35	26
255	2377	26037	2.27	24.84	24
254	4371	23660	4.17	22.58	20
253	2031	19289	1.94	18.40	17
252	1840	17258	1.76	16.47	16
251	1719	15418	1.64	14.71	14
250	1642	13699	1.57	13.07	12
249	1498	12057	1.43	11.50	11
248	1343	10559	1.28	10.07	9
247	1274	9216	1.22	8.79	8
246	1212	7942	1.16	7.58	7
245	1099	6730	1.05	6.42	6
244	1048	5631	1.00	5.37	5
243	994	4583	0.95	4.37	4
242	389	3589	0.37	3.42	3
241	760	3200	. 0.73	3.05	3
240	715	2440	0.68	2.33	2
239	557	1725	0.53	1.65	1
238	396	1168	0.38	1.11	1
237	281	772	0.27	0.74	1
236	229	491	0.22	0.47	1
235	111	262	0.11	0.25	1
234	70	151	0.07	0.14	1
233	44	81	0.04	0.08	1
AN 233	37	37	0.04	0.04	1

Notes: Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 36. 2002-03 End-of-Grade Distribution of Scale Scores Grade 7 Mathematics

NUMBER OF STUDENTS WITH	105,002	<u>HIGH SCORE</u> 307	
VALID SCORES	103,002	LOW SCORE 231	
MEAN	268.3	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	283.36
DEVIATION	11.0	75	275.29
		50 (MEDIAN)	267.57
VARIANCE	120.6	25	260.68
		10	254.77

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
307	17	105002	0.02	100.00	99
305	17	104985	0.02	99.98	99
305	28	104968	0.02	99.97	99
		104940	0.03	99.94	99
302	129 98		0.12	99.82	
300 299	126	104811 104713	0.09	99.72	99 99
299	161	104587	0.12	99.60	
298	201	104426	0.19	99.45	99 99
297	516	104225	0.19	99.45	99
295	624	104225	0.49	98.77	99
294	767	103709			
292	450	102318	0.73	98.17 97.44	. 99
					98
290	468	101868	0.45 0.96	97.02	98
289 288	1009	101400		96.57	97
	1122	100391	1.07	95.61	96
287	1185	99269	1.13	94.54	96
286	649	98084	0.62	93.41	95
285	1251	97435	1.19	92.79	94
284	1371	96184	1.31	91.60	93
283	2176	94813	2.07	90.30	92
282	1542	92637	1.47	88.22	90
281	1608	91095	1.53	86.76	89
280	1564	89487	1.49	85.22	-87
279	1592	87923	1.52	83.73	86
278	2550	86331	2.43	82.22	84
277	2659	83781	2.53	79.79	82
276	1792	81122	1.71	77.26	80
275	2786	79330	2.65	75.55	78
274	3026	76544	2.88	72.90	75
273	3084	73518	2.94	70.02	72
272	3352	70434	3.19	67.08	70
271	3145	67082	3.00	63.89	67
270	4518	63937	4.30	60.89	63
269	2384	59419	2.27	56.59	60
268	4863	57035	4.63	54.32	57
267	2519	52172	2.40	49.69	53
266	4984	49653	4.75	47.29	50
265	4912	44669	4.68	42.54	45
264	2501	39757	2.38	37.86	41
263	4863	37256	4.63	35.48	38
262	2379	32393	2.27	30.85	34
261	4596	30014	4.38	28.58	30
260	2104	25418	2.00	24.21	27
259	3234	23314	3.08	22.20	24
258	3044	20080	2.90	19.12	20
257	2029	17036	1.93	16.22	18
256	1948	15007	1.86	14.29	16
255	3487	13059	3.32	12.44	13
254	1575	9572	1.50	9.12	10
253	1450	7997	1.38	7.62	8
252	1265	6547	1.20	6.24	6

Preliminary Report Table 36. 2002-03 End-of-Grade Distribution of Scale Scores Grade 7 Mathematics (continued)

NUMBER OF STUDENTS WITH	105,002	HIGH SCORE 307	
VALID SCORES	103,002	LOW SCORE 231	
MEAN	268.3		SCALE
		<u>PERCENTILES</u>	SCORE
STANDARD		90	283.36
DEVIATION	11.0	75	275.29
		50 (MEDIAN)	267.57
VARIANCE	120.6	25	260.68
		10	254.77

FREQUENCY DISTRIBUTION

	SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
	SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
	251	1196	5282	1.14	5.03	5
	250	1058	4086	1.01	3.89	4
	249	849	3028	0.81	. 2.88	3
	248	258	2179	0.25	2.08	2
	247	368	1921	0.35	1.83	2
	246	514	1553	0.49	1.48	1
	245	364	1039	0.35	0.99	1
	244	261	675	0.25	0.64	1
	243	148	414	0.14	0.39	1
	242	109	266	0.10	0.25	1
	241	67	157	0.06	0.15	1
	240	14	90	0.01	0.09	1
	239	25	76	0.02	0.07	1
	238	19	51	0.02	0.05	.1
LESS T	THAN 238	32	32	0.03	0.03	1

Preliminary Report Table 37. 2002-03 End-of-Grade Distribution of Scale Scores Grade 8 Reading

NUMBER OF STUDENTS WITH	101,948	HIGH SCORE 290	
VALID SCORES	101,540	LOW SCORE 232	
MEAN	263.9	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	274.82
DEVIATION	9.0	75	270.41
		50 (<u>MEDIAN</u>)	264.70
VARIANCE	81.9	25	258.64
		10	251.88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
290	41	101948	0.04	100.00	99
289	40	101907	0.04	99.96	99
287	110	101867	0.11	99.92	99
286	139	101757	0.14	99.81	99
284	274	101618	0.27	99.68	99
283		101344	0.34		
	343			99.41	99
282	459	101001	0.45	99.07	99
281	644	100542	0.63	98.62	98
280	612	99898	0.60	97.99	98
279	1031	99286	1.01	97.39	97
278	875	98255	0.86	96.38	96
277	2430	97380	2.38	95.52	94
276	1765	94950	1.73	93.14	92
275	2096	93185	2.06	91.40	90
274	2433	91089	2.39	89.35	88
273	3701	88656	3.63	86.96	85
272	4033	84955	3.96	83.33	81
271	4083	80922	4.00	79.38	77
270	4087	76839	4.01	75.37	73
269	4275	72752	4.19	71.36	69
268	4053	68477	3.98	67.17	65
267	5339	64424	5.24	63.19	61
266	4006	59085	3.93	57.96	56
265	5143	55079	5.04	54.03	52
264	3814	49936	3.74	48.98	47
263	5926	46122	5.81	45.24	42
262	3324	40196	3.26	39.43	38
261	3202	36872	3.14	36.17	35
260	5034	33670	4.94	33.03	31
259	3660	28636	3.59	28.09	
258	2483				26
257		24976	2.44	24.50	23
256	3143	22493	3.08	22.06	21
255	2005 2452	19350	1.97	18.98	18
		17345	2.41	17.01	16
254	2352	14893	2.31	14.61	13
253	1437	12541	1.41	12.30	12
252	1463	11104	1.44	10.89	10
251	1217	9641	1.19	9.46	9
250	862	8424	0.85	8.26	8
249	715	7562	0.70	7.42	7
248	1052	6847	1.03	6.72	6
247	927	5795	0.91	5.68	5
246	911	4868	0.89	4.77	4
245	781	3957	0.77	3.88	4
244	699	3176	0.69	3.12	3
243	418	2477	0.41	2.43	2
242	396	2059	0.39	2.02	2
241	469	1663	0.46	1.63	1
240	399	1194	0.39	1.17	1
239	310	795	0.30	0.78	1
238	313	485	0.31		
237	96	172	0.09	0.48	1
236	42	76	0.04	0.17	1
	74	/ 0	0.04	0.07	1

Notes: Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 38. 2002-03 End-of-Grade Distribution of Scale Scores Grade 8 Mathematics

NUMBER OF STUDENTS WITH	102,034	HIGH SCORE 307	
VALID SCORES	102,034	LOW SCORE 238	
MEAN	271.7	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	286.03
DEVIATION	10.8	75	279.18
		50 (MEDIAN)	271.52
VARIANCE	115.8	25	264.33
		10	257.50

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
307	14	102034	0.01	100.00	99
305	46	102020	0.05	99.99	99
303	61	101974	0.06	99.94	99
302	40	101913	0.04	99.88	99
301	72	101873	0.07	99.84	99
300	107	101801	0.10	99.77	99
299	272	101694	0.27	99.67	99
297	378	101422	0.37	99.40	99
296	338	101044	0.33	99.03	99
295	128	100706	0.13	98.70	98
294	598	100578	0.59	98.57	98
293	672	99980	0.66	97.99	98
292	804	99308	0.79	97.33	97
291	858	98504	0.84	96.54	97
290	1015	97646	0.99	95.70	96
289	1043	96631	1.02	94.70	95
288	1203	95588	1.18	93.68	94
287	1692	94385	1.66	92.50	93
286	1820	92693	1.78	90.85	91
285	1416	90873	1.39	89.06	90
284	2395	89457	2.35	87.67	89
283	2131	87062	2.09	85.33	87
282	2167	84931	2.12	83.24	85
281	3309	82764	3.24	81.11	83
280	1795	79455	1.76	77.87	81
279	3521	77660	3.45	76.11	79
278	3615	74139	3.54	72.66	76
277	1810	70524	1.77	69.12	74
276	3847	68714	3.77	67.34	71
275	4062	64867	3.98	63.57	68
274	2716	60805	2.66	59.59	65
273	3591	58089	3.52	56.93	63
272	3554	54498	3.48	53.41	59
271	3698	50944	3.62	49.93	56
270	4699	47246	4.61	46.30	53
269	2344	42547	2.30	41.70	49
268	4776	40203	4.68	39.40	45
267	2385	35427	2.34	34.72	43
266	3179	33042	3.12	32.38	39
265	3972	29863	3.89	29.27	35
264	2303	25891	2.26	25.37	31
263	2319	23588	2.27	23.12	28
262	2942	21269	2.88	20.85	24
262	2942	18327	2.88	17.96	22
261	2109	16327	2.17	15.79	19
259	1932		. 1.89	13.73	19
		14006		11.83	
258	1875	12074	1.84	10.00	14 12
257	1733	10199	1.70		
256	1618	8466	1.59	8.30	10
255	1033	6848	1.01	6.71	8
254	1274	5815	1.25	5.70	6

Preliminary Report Table 38. 2002-03 End-of-Grade Distribution of Scale Scores Grade 8 Mathematics (continued)

NUMBER OF STUDENTS WITH VALID SCORES	102,034	HIGH SCORE 307 LOW SCORE 238	
MEAN	271.7	2003 STATE PERCENTILES	SCALE SCORE
STANDARD		90	286.03
DEVIATION	10.8	75	279.18
		50 (MEDIAN)	271.52
VARIANCE	115.8	25	264.33
		10	257.50

FREQUENCY DISTRIBUTION

	SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
	SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
	253	1139	4541	1.12	4.45	5
	252	884	3402	0.87	3.33	. 3
	251	526	2518	0.52	2.47	3
	250	622	1992	0.61	1.95	2
	249	468	1370	0.46	1.34	1
	248	329	902	0.32	0.88	1
	247	310	573	0.30	0.56	1
	246	128	263	0.13	0.26	1
	245	52	135	0.05	0.13	1
	244	47	83	0.05	0.08	1
LESS THAN	N 244	36	36	0.04	0.04	1

Preliminary Report Table 39. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 3 Mean Scale Score by LEA - Reading

State***	Mean Score	2003 LEA Performance
	261.7	Quest Academy**
	257.1	Mountain Community**
	256.5	Metrolina**
	255.0	Woods Charter**
	254.3	Summit Charter**

	253.3	Chapel Hill-Carrboro City
	252.9	Tiller School**
	252.0	Franklin Academy**
	251.9	Greensboro Academy**
	251.3	F Delany New School**, Watauga
	251.1 251.0	Tymell ArtSpace Charter**
	250.9	The Learning Center**
	250.7	Arapahoe Charter**, Currituck, Evergreen Community**, Lincoln Charter**, Phoenix Academy**, Wake
	250.5	Carteret, Mooresville City, Pamlico
	250.3	Camden, Elkin City, New Hanover, Polk
	250.0	Ashe, Mountain Discovery**, River Mill Academy**
	249.7	Buncombe, Henderson, Kings Mountain City
	249.5	Bethel Hill**, Cleveland, Craven
	249.3 249.1	Avery, Cape Fear Center**, Union Jones, Onslow
	249.0	Davie
	248.9	Asheville City, Cabarrus, Cherokee, Orange, Person, Piedmont Community**, Transylvania, Yancey
	248.7	Johnston, Mount Airy City, Vance Charter**
	248.5 248.3	Alexander, Chatham, Davidson, Gaston, Haywood, Macon, Moore, Union Academy**, Wilkes Arts Based Elementary**, Dare, Iredell-Statesville, Newton Conover City
	248.1	Burke, Caldwell, Caswell, Lee, Madison, Millennium**, Rutherford
	248.0	Catawba, Lincoln, Wilson
003 State	247.9 247.7	Charlotte/Mecklenburg, Mitchell, Perquimans, Shelby City, Winston-Salem/Forsyth
	247.7	Alleghany, Chatham Charter**, Clinton City, Community Charter**, Hyde, Orange Charter**, Surry Clover Garden**, Graham, Granville, Guilford, Queen's Grant**, Rowan-Salisbury, Yadkin
	247.3	Beaufort, Brevard Academy** Clay, Cumberland, McDowell, Pender, Randolph, Roanoke Rapids City, Stanly,
		Sterling Montessori**, Stokes, Wayne
002 State	247.1	Jackson, Whiteville City
	247.0 246.9	Greene, Swain Harnett, Lenoir
	246.7	Alamance-Burlington, Nash-Rocky Mount, Sampson
	246.5	Asheboro City, Brunswick, Gates, Hickory City
000 0001 0	246.3	Duplin, Edenton/Chowan, Pitt, Research Triangle**, Rockingham
000, 2001 State	246.1 246.0	Durham
	245.9	Franklin, Richmond, Washington Montessori**
	245.7	S.B. Howard**
	245.5	Elizabeth City/Pasquotank, Lexington City
998, 1999 State	245.3 245.1	C.G. Woodson**, Columbus, Kannapolis City, Robeson, Scotland, Vance American Renaissance**, Forsyth Academies**, Montgomery
, , , , , , , , , , , , , , , , , , ,	245.0	Halifax
	244.9	Bladen, Hoke, Rocky Mount Prep Sch**
	244.7	East Wake Academy**, Hope Elementary**, Warren
	244.5 244.3	Edgecombe, Success Institute**, Thomasville City Chapel Hill Free School**, East Winston Primary**
	244.0	Bertie
	244.0	Anson, Hertford, Martin
	243.7	Charter Day School**, Maureen Joy**
	243.3	Rowan Academy**
996, 1997 State	243.1	Crossnore Academy**, Northampton
	242.7	Haliwa-Saponi Tribal**
	242.5	Englemann School**, Washington
993, 1994, 1995 State	242.1	STARS**
, , ,	241.0	
	241.0	Children's Village Academy** Guilford Charter**
	240.5	Dillard Academy**, Torchlight Academy**
	240.3	Sugar Creek**
	240.1	Omuteko Gwamaziima**
	239.9	Quality Education**
	1 239.7	PreEminent**
	239.3	A Child's Garden**
	239.1	Weldon City
	238.5	Carter Community**
	237.7	Healthy Start**
	237.5	Bridges**
	234.9	SPARC Academy**
No. O.	*	Grandfather Academy**
		p to the nearest two-tenths of a point. the tested is fewer than five.
**Denotes a cha	arter school. For re	porting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
*** State counts f	or 1993-2002 have	been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.
Data received		narter schools after August 19, 2003 are not included in this table.
	he NCDPI Division	of Accountability Services/Testing Program.

Preliminary Report Table 40. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 3 Mean Scale Score by LEA - Mathematics

State***	Mean Score	2003 LEA Performance	
	264.1	Quest Academy**	
	260.9	Metrolina**	
	258.3	Mountain Community**	
	257.3	Woods Charter**	
	257.1	Chapel Hill-Carrboro City	
	256.3	Summit Charter**	
	255.7 255.5	Wake, Watauga F Delany New School**, New Hanover	
	255.1	Tyrrell	
	255.0	Carteret, Tiller School**	
	254.9 254.7	Ashe, Camden, Madison, Mooresville City, Pamlico, Polk, River Mill Academy**, The Learning Center** Elkin City, Lincoln Charter**, Moore, Mount Airy City, Mountain Discovery**, Union	
	254.5	Arapahoe Charter**, Buncombe, Currituck, Henderson, Yancey	
	254.3	Cabarrus, Davie, Greensboro Academy**, Kings Mountain City, Piedmont Community**	
	254.1	Orange	
	254.0	Franklin Academy**, Lee, Phoenix Academy**	
	253.9	Charlotte/Mecklenburg, Chatham, Cherokee, Cleveland, Craven, Johnston, Lincoln, Randolph	
	253.7 253.5	Avery, Burke, Caswell, Davidson, Gaston, Hyde, Macon, Surry, Vance Charter** Asheville City, Person, Stanly, Wilkes, Yadkin	
2003 State	253.3	Alexander, Arts Based Elementary**, Catawba, Dare, Guilford, Haywood, Jones, Millennium**, Newton Conover City, Onslow, Orange Charter**, Rutherford, Winston-Salem/Forsyth	
	253.1	Caldwell, Iredell-Statesville, Mitchell	
	253.0	Whiteville City	
	252.9	Alamance-Burlington, Alleghany, Montgomery, Sampson, Shelby City, Stokes, Wayne, Wilson	
	252.7	Bethel Hill**, Cumberland, Granville, Harnett, Hickory City, Jackson, Perquimans, Roanoke Rapids City,	
	252.5	Swain, Transylvania, Union Academy**	
	252.3	Cape Fear Center**, Graham, Lenoir, Pender, Queen's Grant**, Rocky Mount Prep Sch** Asheboro City, Beaufort, Brunswick, Clay, Clinton City, Columbus, Lexington City, McDowell,	
	232.3	Nash-Rocky Mount, Pitt	
	252.1	C.G. Woodson**, Duplin, Greene	
	252.0	Brevard Academy**, Durham, Rowan Academy**, Rowan-Salisbury, Scotland	
	251.9	Chatham Charter**, Evergreen Community**, Gates, Kannapolis City	
2002 0	251.7	Clover Garden**, East Wake Academy**, Edenton/Chowan, Richmond	
2002 State	251.5 251.3	Rockingham, Vance ArtSpace Charter**, Bladen, Franklin	
	251.3	Elizabeth City/Pasquotank	
	251.0	Robeson	
	250.9	Martin, Sterling Montessori**, Warren	
2001 State	250.7	Halifax, Hoke, Research Triangle**, Washington	
	250.5	Edgecombe, Thomasville City	
2000 State	250.3	Bertie, Hertford	
2000 State	250.1 250.0	Charter Day School**	
	249.9	Community Charter**, Forsyth Academies**, Haliwa-Saponi Tribal**, Northampton, Washington Montessori**	
	249.7	American Renaissance**, Hope Elementary**	
	249.5	Carter Community**	
1007 1009 1000 0	249.3	S.B. Howard**	
1997, 1998, 1999 State	249.1 248.9	Anson, Chapel Hill Free School**	
	248.3		
1995, 1996 State	248.3	Quality Education**	
,	248.0	Success Institute**	
	247.9	STARS**	
	247.7	East Winston Primary**	
	247.3	Guilford Charter**	
1993, 1994 State	247.1	Englemann School**	
	247.0	Sugar Creek**	
	246.9	A Child's Garden**, Crossnore Academy**, Dillard Academy**, Maureen Joy**, Torchlight Academy**	
	246.7 246.5	PreEminent**, Weldon City Bridges**	
	245.7	Children's Village Academy**	
	245.1	Omuteko Gwamaziima**	
	245.0	Healthy Start**	
	243.5	SPARC Academy**	
	*	Grandfather Academy**	

Notes: Mean scale scores are rounded up to the nearest two-tenths of a point.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study. Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 41. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 4 Mean Scale Score by LEA - Reading

State***	Mean Score	Grade 4 Mean Scale Score by LEA - Reading 2003 LEA Performance
	263.7	Quest Academy**
	262.7	Metrolina**
	261.7	Mountain Community**
	260.9	Magellan**
	257.9	Chapel Hill-Carrboro City
	257.0	Summit Charter**
	256.5 256.3	Watauga Lincoln Charter**
	256.0 255.9	Clay, Currituck Franklin Academy**, Greensboro Academy**
	255.7	Omuteko Gwamaziima**
	255.3	Henderson, Millennium**
	255.0	Sterling Montessori**, Wake
	254.9	Dare, Phoenix Academy**
	254.7	Hyde, Orange Charter**, Piedmont Community**, Polk, Queen's Grant**, Transylvania
	254.5 254.3	Carteret Buncombe, Union Academy**
	254.1	Asheville City, Mount Airy City, Union
	254.0	Mooresville City, New Hanover
	253.9 253.7	American Renaissance**, Cabarrus, Onslow, River Mill Academy** Davie, Kings Mountain City
	253.5	Alleghany, Avery, Caldwell, Davidson, Haywood, Swain, Yancey
	253.3	Chatham, Craven, Elkin City, Orange
	253.1 253.0	Cleveland, Evergreen Community**, Person Chatham Charter**, Cherokee, Lee
	252.9	Macon, Madison, Mitchell, Moore, Roanoke Rapids City, Wilkes
	252.7	Arapahoe Charter**, Burke, Charlotte/Mecklenburg, Johnston, Jones, Wilson, Winston-Salem/Forsyth
2003 State	252.5 252.3	Camden, Caswell, Forsyth Academies**, Graham, Pamlico, Surry Cape Fear Center**, Catawba, East Winston Primary**, Guilford, McDowell, Rowan-Salisbury, Vance Charter**,
	202.0	Woods Charter**
	252.1	Hickory City, Iredell-Statesville, Lincoln
	252.0 251.9	Alamance-Burlington, Ashe, Asheboro City, Gaston, Randolph, Rutherford Alexander, Pender, Stokes, Туттеll
	251.7	Cumberland, Kannapolis City, Newton Conover City
	251.5	ArtSpace Charter**, Charter Day School**, Community Charter**, Gates, Research Triangle**, Rowan Academy**,
	251.3	Shelby City, Stanly Brunswick, Elizabeth City/Pasquotank, Jackson, Tiller School**, Yadkin
	251.1	Bethel Hill**, Duplin, Harnett, The Learning Center**, Whiteville City
	251.0	Clover Garden**, Nash-Rocky Mount
	250.9 250.7	Durham, Lenoir, Rockingham, Sampson, Wayne Beaufort, Brevard Academy**, F Delany New School**, Granville, Greene, Perquimans, Pitt,
	250.7	Washington Montesson**
	250.5	Scotland .
2002 State	250.1	Bladen
	250.0	C.G. Woodson**
	249.9 249.7	Clinton City, East Wake Academy**, Edenton/Chowan, Franklin Halifax, Robeson, Vance, Warren
	249.5	Haliwa-Saponi Tribal**, Martin
1999, 2000 ,2001 State	249.1	Edgecombe
	249.0	Anson, Thomasville City
	248.9	Columbus, Mountain Discovery**, Rocky Mount Prep Sch**
	248.5	Bertie, Hoke
1996, 1998 State	248.3 248.1	Success Institute** Richmond
1994, 1995, 1997 State	247.9	A Child's Garden**
	247.7	Hertford
	247.5 247.3	Healthy Start**, Lexington City, Montgomery Northampton, S.B. Howard**
	247.1	Ann Atwater* Carter Community**, Hope Elementary**
	246.9	Bridges**, Guilford Charter**, Maureen Joy**, SPARC Academy**, Washington
	246.5	Torchlight Academy**
1000 0	246.3	Children's Village Academy**, PreEminent**, Sugar Creek**
1993 State	246.1	
	245.7	Chapel Hill Free School**, STARS**
	245.3	Englemann School**
	244.9	Quality Education**
	242.7	Weldon City
	•	Crossnore Academy**, Grandfather Academy**

^{**}Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

**State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 42. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 4 Mean Scale Score by LEA - Mathematics

State***	Mean Score	
	270.0	Quest Academy**
	267.5	Magellan**
	266.9	Markinsk
	200.9	Metrolina**
	263.3	Mountain Community**, Phoenix Academy**
	263.0	Chapel Hill-Carrboro City
	205.0	Chapter Fill-Carrotto City
	262.7	Watauga
	262.5	Clay, Currituck, Polk
	262.3 262.1	Lincoln Charter**
	202.1	Piedmont Community**
	261.7	Franklin Academy**
	261.5	Carteret, Elkin City, Mount Airy City, Orange Charter**, Wake
	261.3	Jones
	261.0	Henderson
	260.9	Millennium**, New Hanover, Transylvania, Union
	260.7	Cabarrus, Camden, Dare, Kings Mountain City, Lee
	260,5 260,3	Buncombe, Hyde, Surry Alamance-Burlington, Alleghany, Hickory City
	***	Administration of the state of
	260.0	Davidson, Summit Charter**
	259.9	Caldwell, Cleveland, Lincoln, Mooresville City, Orange, Roanoke Rapids City, Vance Charter**, Wilkes
	259.7	Caswell, Charlotte/Mecklenburg, Cherokee, Craven, Davie, Greensboro Academy**, Johnston, Onslow, Person, Randolph
	259.5	American Renaissance**, Ashe, Asheville City, Avery, Macon, Madison, Pamlico, Union Academy**, Yancey
	259.3	Burke, Catawba, Chatham, Guilford, Haywood, Moore, Perquimans, Queen's Grant**, Winston-Salem/Forsyth
2003 State	259.1	Asheboro City, Rutherford
	259.0	Forsyth Academies**, Gaston, River Mill Academy**
	258.9 258.7	Mitchell, Pender, Stanly, Stokes, Yadkin Arapahoe Charter**, Duplin, Gates, Swain
	258.5	Cape Fear Center**, F Delany New School**, Kannapolis City, McDowell, Tiller School**, Wilson
	258.3	Iredell-Statesville, Nash-Rocky Mount, Newton Conover City
	258.1	C.G. Woodson**
	258.0	Beaufort, Chatham Charter**, Elizabeth City/Pasquotank, Graham
	257.9 257.7	Brunswick, Cumberland, Rowan-Salisbury
	257.5	Durham, Lenoir, Washington Montessori** East Wake Academy**, East Winston Primary**, Harnett, Pitt, Sampson, Sterling Montessori**, Tyrrell, Wayne
	257.3	Jackson, Rockingham, Thomasville City
	257.1	Alexander, Granville
	257.0	Greene, Martin, Scotland, Vance
	256.9 256.7	ArtSpace Charter**, Bethel Hill** Charter Day School** Frankling Maliford Shallon City
2002 State	256.5	Charter Day School**, Franklin, Halifax, Shelby City Clinton City, Omuteko Gwamaziima**, Whiteville City
	256.3	Bladen, Columbus
	256.1	Bertie
2001 0	256.0	Lexington City, Robeson
2001 State	255.9 255.7	Anson, Edgecombe, Warren
	255.5	Clover Garden**, Woods Charter** Montgomery
	255.3	Evergreen Community**, Research Triangle**, Richmond, Rowan Academy**
2000 State	255.1	, , , , , , , , , , , , , , , , , , , ,
	255.0	Hoke, Quality Education**
	254.9	Bridges**, Hertford, Rocky Mount Prep Sch**, Washington
	254.7 254.5	Success Institute** Edenton/Chowan
	254.3	Maureen Joy**
998,1999 State	254.1	Brevard Academy**, Northampton, STARS**
	253.9	S.B. Howard**, The Learning Center**
	253.5	Children's Village Academy**
997 State	253.1	Hope Elementary**
	252.9	A Child's Garden**, SPARC Academy**, Torchlight Academy**
	252.7 252.5	Haliwa-Saponi Tribal**, Mountain Discovery** PreEminent**
	252.3	Community Charter**
996 State	252.1	Carter Community**
	261.7	
	251.7	Sugar Creek**
	251.3	Ann Atwater**, Healthy Start**, Weldon City
995 State	251.1	, , , , , , , , , , , , , , , , , , , ,
	250.5	Guilford Charter**
	230.3	Guinora Charles
994 State	250.1	
993 State	249.1	
J. C. Catt	249.1	Englemann School**
	247.7	Chapel Hill Free School**

Notes: Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

**State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 43. 2002-03 End-of-Grade Multiple-Choice Test Results

State***	Mean Score	Grade 5 Mean Scale Score by LEA - Reading
State		2003 LEA Performance
	268.3	Quest Academy**
	267.1	Metrolina**
		Wedolila
	264.5	Magellan**
		· · · · · · · · · · · · · · · · · · ·
	262.5	Lake Norman**
	262.3	Summit Charter**
	262.1	Mountain Community**
	261.9	Chapel Hill-Carrboro City
	261.3	Watauga
	261.1	F Delany New School**
Ĭ	261.0	Polk
	260.9	Phoenix Academy**
	•••	
	260.5	Cape Fear Center**
	259.7	Wake
	259.5	Camden, Henderson, Lincoln Charter**, The Learning Center**, Vance Charter**
	259.3	Chatham Charter**, Currituck, Davie
	259.1	Evergreen Community**
·	259.0	Buncombe, Orange Charter**, River Mill Academy**
	258.9	Avery, Carteret, Transylvania
	258.7	Greensboro Academy**, New Hanover
	258.5	Ashe, Union
	258.3	Caldwell, Cherokee, Macon, Madison, Millennium**, Mount Airy City, Orange, Tyrrell
	258.1	Craven, Dare, Davidson, Franklin Academy**, Moore, Onslow, Queen's Grant**
	258.0	Cabarrus
	257.9	Asheville City, Gaston College Prep**, Jones, Sterling Montessori**, Tiller School**
	257.7	Alleghany, American Renaissance**, Clay, Mooresville City, Pender, Roanoke Rapids City, Yancey
	257.5	Forsyth Academies**, Hickory City
ĺ	257.3	Arapahoe Charter**, Haywood, Johnston, Surry
	257.1	Burke, Cleveland, Kings Mountain City, Lincoln, Piedmont Community**, Stokes
2002 5	257.0	Chatham, Elkin City
2003 State	256.9	Alexander, Catawba, Charlotte/Mecklenburg, Gaston, Guilford, Mitchell, Person, Winston-Salem/Forsyth
	256.7	ArtSpace Charter**, Asheboro City, Cumberland, Gates, McDowell, Randolph, Rutherford, Swain, Yadkin
	256.5	Clinton City, Graham, Iredell-Statesville, Newton Conover City, Pamlico, Rowan-Salisbury, Stanly,
	256.2	Union Academy**, Washington Montessori**, Wilkes, Wilson
	256.3	Brunswick, Harnett, Lee, Sampson
	256.1	Alamance-Burlington, Shelby City
	256.0 255.9	Perquimans Wayne
	255.7	Beaufort, Caswell, Durham, Granville, Lenoir, Woods Charter**
	255.5	Duplin, Elizabeth City/Pasquotank, Jackson, Kannapolis City, Nash-Rocky Mount, Pitt, Whiteville City
	255.3	Bethel Hill**
2002 State	255.1	Rockingham
	255.0	Brevard Academy**
	254.9	Clover Garden**, Franklin, Rocky Mount Prep Sch**
	254.7	Edenton/Chowan, MAST**, Martin
	254.5	Greene, Hyde, Scotland
	254.3	Vance
2001 State	254.1	Bladen .
	254.0	Hoke
	253.9	Anson, C.G. Woodson**, Community Charter**, Englemann School**, Halifax
	253.7	Columbus, East Wake Academy**, Guilford Charter**, Richmond, STARS**
	253.5	Montgomery, Mountain Discovery**
2000 State	253.3	Bertie, Warren
2000 State	253.1	Lexington City, S.B. Howard**, Success Institute**, Thomasville City
	253.0	Example to try, S.D. Howard T, Success institute T, Thomas vine City
	252.7	Edgecombe
	202.7	

Notes: Mean scale scores are rounded up to the nearest two-tenths of a point.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 43. 2002-03 End-of-Grade Multiple-Choice Test Results

Grade 5 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score ¹	2003 LEA Performance
	252.5	Robeson
1998, 1999 State	252.1	
1996, 1999 State	252.0	Chapel Hill Free School**, Research Triangle**
	251.9	Ann Atwater**, Hope Elementary**, Northampton, Omuteko Gwamaziima**, Washington
	 251.5	Hertford
	251.3	Maureen Joy**
1997 State	251.1	ados.ivoj
	251.0	Haliwa-Saponi Tribal**
	250.7	Children's Village Academy**
	250.5	Bridges**, Quality Education**, Weldon City
	250.3	PreEminent**
1993, 1994, 1995, 1996 State	250.1	
	249.3	Sugar Creek**
	248.7	Healthy Start**
	248.3	SPARC Academy**
	 247.7	Rowan Academy**
	247.3	Grandfather Academy**
	246.3	Carter Community**
	 243.5	Torchlight Academy**
	*	Crossnore Academy**

Notes: 1 Mean scale scores are rounded up to the nearest two-tenths of a point.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 44. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 5 Mean Scale Score by LEA - Mathematics

State***	Mean Score	2003 LEA Performance	
	276.3	Quest Academy**	
	274.1	Metrolina**	
	271.0	Magellan**	
	269.9	Lake Norman**	
	268.5	Chapel Hill-Carrboro City	
	268.0	Polk	
	266.9	Summit Charter**	
	266.5	Camden	
	266.0	Phoenix Academy**	
	265.9 265.7	Chatham Charter**, Watauga	
	265.5	Millennium**, Wake Cape Fear Center**	
	265.3 265.1	Davie Buncombe	
	264.9	Henderson, Mountain Community**	
	264.7 264.5	Mount Airy City, Union Ashe, New Hanover, Vance Charter**	
	264.3	Orange, Transylvania	
	263.9	Cabarrus, Madison, Surry	
	263.7 263.5	Avery, Kings Mountain City, Lincoln Charter**, Lincoln, Moore, Tyrrell Currituck, Yancey	
	263.3	Carteret, Macon	
	263.1 263.0	Caldwell, Charlotte/Mecklenburg, Hickory City Craven, Davidson, Elkin City, Franklin Academy**, Johnston, Jones, Randolph	
	262.9	Dare, Guilford, Pender, Yadkin	
	262.7	Alamance-Burlington, American Renaissance**, Arapahoe Charter**, Asheville City, Chatham, Cherokee, Mooresville City, Onslow, Woods Charter**	
	262.5	Asheboro City, Burke, Gaston College Prep**, Greensboro Academy**, Haywood, Person, Roanoke Rapids City	
2003 State	262.3 262.1	Catawba, Clinton City, Piedmont Community**, Winston-Salem/Forsyth Cleveland. Gaston	
	262.0	Evergreen Community**, Graham, River Mill Academy**, Rutherford	
	261.9 261.7	Lee Gates, McDowell, Stokes	
	261.5	Caswell, Cumberland, Iredell-Statesville, Lenoir, Stanly, Wilkes	
	261.3 261.1	Durham, Orange Charter**, Perquimans Brunswick	
	261.0	Wilson	
2002 State	260,9 260.7	ArtSpace Charter**, Nash-Rocky Mount, Pitt, Queen's Grant**, Sampson, Tiller School** Alleghany, Beaufort, F Delany New School**, Harnett, Shelby City, Vance	
	260.5	Alexander, Duplin, Hyde, Newton Conover City, Rockingham, Rowan-Salisbury, Swain, Whiteville City	
2001 State	260.3 260.1	Elizabeth City/Pasquotank, Granville, Jackson, Rocky Mount Prep Sch** Kannapolis City	
	260.0	Martin, Union Academy**, Wayne	
	259.9 259.7	Clay, Forsyth Academies**, Pamlico Bertie	
	259.5	Scotland Columbus Educac (Chause	
1999,2000 State	259.3 259.1	Columbus, Edenton/Chowan Franklin, Halifax, Mitchell	
	259.0 258.9	C.G. Woodson** Bethel Hill**, East Wake Academy**, Greene	
	258.5 258.3	Clover Garden**, Hoke, Lexington City, Montgomery Warren	
	258.1	Sterling Montessori**, Washington Montessori**	
	258.0 257.9	Anson Bladen, Richmond	
	257.7 257.5	Edgecombe, Thomasville City Brevard Academy**, Englemann School**, Research Triangle**	
	257.3	Bridges**, Community Charter**	
	257.1 257.0	Northampton, STARS** Robeson	
	***	Hertford, Mountain Discovery**, Washington	
1000 Carr	256.7		
1998 State	256.1	Success Institute**, The Learning Center**	
	255.7 255.5	Guilford Charter** Haliwa-Saponi Tribal**	
	255.3	Quality Education**, S.B. Howard**	
1997 State	255.1	Torchlight Academy**	
	254.7 254.5	Hope Elementary** Chapel Hill Free School**, PreEminent**	
	254.3	Ann Atwater**, Weldon City	
1996 State	254.1 254.0	Omuteko Gwarnaziima**	
	253,3		
1995 State	253.3 253.1	Maureen Joy**, SPARC Academy** Sugar Creek**	
	253.0	Carter Community**	
	252.9	Children's Village Academy**	
	252.1		
1994 State			
	251.3	Rowan Academy**	
1994 State 1993 State		Rowan Academy** Healthy Start** MAST**	

Notes: Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

**State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 45. 2002-03 End-of-Grade Multiple-Choice Test Results

Grade 6 Mean Scale Score by LEA - Reading

State***	Mean Score	2003 LEA Performance	
	268.7	Magellan**	
		Marie Control	
	267.5	Metrolina**	
	266.9	Quest Academy**	
	266.3	Mountain Discovery**	
	265.1	Exploris**	
		DAPIVIO DE LA CONTRACTOR DE LA CONTRACTO	
	264.5	F Delany New School**	
		CI AVENCE A C'A Webser	
	263.7	Chapel Hill-Carrboro City, Watauga	
	263.5	Woods Charter** Example: Academy** Lake Norman**	
	263.3	Franklin Academy**, Lake Norman**	
	262.9	Gaston College Prep**	
	262.7	River Mill Academy**	
	262.5	Mountain Community**	
	262.3	Transylvania	
	262.0	Dare, Henderson, Polk	
	261.9	Clover Garden**, Mount Airy City, Pamlico	
	261.7	Elkin City, Sterling Montessori**, Summit Charter**, Tiller School** Chatham Charter**. Thomas Jefferson**	
	261.5 261.3	Camden, Union Academy**	
	261.1	Wake	
	261.0	Currituck	
	260.9	Ashe, Cherokee, Evergreen Community**	
	260.7	Carteret, Clay, Greensboro Academy**, Moore, Yancey	
	260.5	Macon, Mooresville City, Union	
	260.3	Alleghany, Arapahoe Charter**, Buncombe, Cabarrus, Caldwell, New Hanover, Phoenix Academy**	
	260.1	Davidson	
	260.0	Davie, Mitchell	
	259.9	Catawba, Lincoln Charter**, McDowell	
	259.7	Craven, Haywood, Kings Mountain City, Onslow, Orange Charter**	
	259.5	Bethel Hill**, Burke, Graham, Orange, Surry	
	259.3	Asheville City, Chatham, Stanly	
	259.1	Iredell-Statesville, Lincoln	
	259.0	Johnston	
	258.9	Brevard Academy**, Cleveland, Guilford, Wilkes, Wilson, Yadkin	
2003 State	258.7	Avery, Stokes	
	258.5	Cape Fear Center**, Cumberland, East Wake Academy**, Harnett, Jackson, Pender, Piedmont Community**,	
		Sampson, Winston-Salem/Forsyth	
	258.3	Alamance-Burlington, American Ren. Middle**, Gaston, Granville, Hickory City, Lee, Roanoke Rapids City,	
		Rockingham, Rowan-Salisbury, Rutherford, Vance Charter**	
2002 State	258.1	Charlotte/Mecklenburg, Madison, Pitt, Randolph	
	258.0	Bethany Community**, Clinton City	
	257.9	Elizabeth City/Pasquotank, Lenoir, Person, Swain	
	257.7	Alexander, Brunswick, Downtown Middle**, Duplin, Edenton/Chowan, Jones, Newton Conover City	
	257.5	Asheboro City, Bridges**, Forsyth Academies**, Martin, Rocky Mount Prep Sch**, Shelby City, Tyrrell	
1999, 2001 State	257.1	Durham, Gates, Nash-Rocky Mount	
, Loui State	257.0	ArtSpace Charter**, Beaufort, Wayne	
	256.9	Grandfather Academy**, Kannapolis City	
	256.7	Caswell	

Notes: Mean scale scores are rounded up to the nearest two-tenths of a point.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using the results from the 2002-03 equating study.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 45. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 6 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score	2003 LEA Performance	
	256.5	<u>Greene</u>	
	256.3	Franklin, Perquimans, Richmond, Warren, Whiteville City	
1997, 1998, 2000 State	256.1	Guilford Charter**, Hyde, Scotland	
	256.0	Hoke	
	255.9	Alpha Academy**	
	255.7	Montgomery	
	255.5	Columbus, Edgecombe, Thomasville City	
	255.3	Anson, Bladen, CIS Academy**, Robeson	
1995, 1996 State	255.1		
	255.0	Halifax, Lexington City, Success Institute**	
	254.9	Research Triangle**	
	254.7	MAST**, Vance	
	254.3	Kestrel Heights**	
1993, 1994 State	254.1	Hertford	
	254.0	Quality Education**, Washington	
	253.9	Bertie	
	253.7	C.G. Woodson**, SPARC Academy**	
	253.5	Haliwa-Saponi Tribal**, Northampton	
	253.3	Imani Institute**	
	253.1	S.B. Howard**	
	252.9	Weldon City	
	251.9	Children's Village Academy**	
	251.9	Children's Village Academy**	
	251.3	Healthy Start**	
	251.0	Provisions Academy**	
	250.9	Sugar Creek**	
		C	
	248.5	Carter Community**	
	247.3	Ann Atwater**	
	247.1	Omuteko Gwamaziima**	
		Chapel Hill Free School**, Crossnore Academy**	

Notes: Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using the results from the 2002-03 equating study.

Table 46. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 6 Mean Scale Score by LEA - Mathematics

State***	Mean Score ¹	2003 LEA Performance
	280.7	Magellan**
	280.1	Quest Academy**
	274.9	Metrolina**
	272.9	Gaston College Prep**
	271.9	Chapel Hill-Carrboro City, Exploris**
,	271.5	Lake Norman**
·	271.0	Elkin City
	270.5	Watauga
	269.9	Franklin Academy**, Polk, Transylvania
	269.7	Henderson, Kings Mountain City, Orange Charter**
	268.7 268.5 268.3 268.1 268.0 267.9 267.7 267.5 267.3	Dare Moore, Mountain Community** Ashe, Clover Garden**, Surry Wake Greensboro Academy**, Pamlico Avery, Buncombe, Camden, Lincoln, Union Cabarrus, Davie, Mooresville City Clay, Mount Airy City, Stanly, Union Academy** Burke, Chatham Charter**, Cleveland, Lee, New Hanover
	267.0	Catawba, Chatham
	266.9	Cherokee, Davidson, Haywood, Orange, Yancey
	266.7 266.5	Currituck, F Delany New School**, Woods Charter** Caldwell, Carteret, Wilkes
	266.3	Alamance-Burlington, Charlotte/Mecklenburg, Craven, Graham, Guilford, Johnston, Onslow, Tiller School**,
	266.1	Yadkin Summit Charter**, Wilson
2003 State	266.0 265.9	Hickory City, Iredell-Statesville, Madison Gaston, Lenoir, Lincoln Charter**, McDowell, Person
ove State	265.7	Randolph, River Mill Academy**, Winston-Salem/Forsyth
	265.5 265.3	Asheville City, Macon, Mountain Discovery**, Newton Conover City, Sterling Montessori**, Thomas Jefferson** Jackson, Pitt, Rutherford, Shelby City
	265.1	Evergreen Community**, Piedmont Community**, Stokes
	265.0 264.9	Asheboro City, Bethany Community**, Martin Forsyth Academies**, Harnett, Roanoke Rapids City
	264.7	Alexander, Rockingham, Rowan-Salisbury
2002 State	264.5 264.3	Cumberland, Pender, Rocky Mount Prep Sch** Alleghany, Brevard Academy**, Caswell, East Wake Academy**
	264.1	Granville
	264.0 263.9	Arapahoe Charter**, Gates, Nash-Rocky Mount Brunswick, Durham, Perquimans, Sampson, Swain
	263.7	Beaufort, Kannapolis City, Mitchell, Wayne
2001 State	263.5 263.3	Clinton City, Duplin, Edenton/Chowan, Jones Bethel Hill**, Elizabeth City/Pasquotank, Scotland, Tyrrell
	263.1	Hyde
	263.0 262.9	Richmond Bertie
	262.7	Greene, Kestrel Heights**, Montgomery
	262.5 262.3	Columbus, Edgecombe, Warren American Ren. Middle**, CIS Academy**, Hoke
1999,2000 State	262.1	
	261.9 261.7	Bladen, Downtown Middle**, Franklin, Phoenix Academy**, Robeson ArtSpace Charter**, Guilford Charter**, Halifax, Vance Charter**
	261.5	Cape Fear Center**, Washington, Whiteville City
1998 State	261.3 261.1	Alpha Academy**, Lexington City C.G. Woodson**
1990 State	261.0	Asson
	260.7	Hertford, Quality Education**
	260.5	Thomasville City
	260.3 260.1	Children's Village Academy** Northampton, Weldon City
	259.9	Vance
100000	259.3	MAST**
1997 State	259.1 259.0	Haliwa-Saponi Tribal**
	258.7	S.B. Howard**, SPARC Academy**
	258.5	Success Institute**
1996 State	258.3 258.1	Grandfather Academy**, Provisions Academy**
	257.9	Research Triangle**
1994,1995 State	257.1	
	256.7	Imani Institute**
1993 State	256.1 256.0	Bridges**
	255.7	Carter Community**, Healthy Start**
	255.3	Sugar Creek**
	251.0	
	254.7	Clossifier Academy
	254.7 253.5	Crossnore Academy** Ann Atwater**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 47. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 7 Mean Scale Score by LEA - Reading

State***	Mean Score ¹	2003 LEA Performance
	274.3	Metrolina**
	 271.5	Magellan**
· ·	270.5	Quest Academy**
	270.5	Quest Academy.
	268.3	Exploris**, Lake Norman**
	267.3	Chapel Hill-Carrboro City, Mountain Community**
	266.5	Evergreen Community**
	266.0	F Delany New School**, Watauga
	265.3	Franklin Academy**, Greensboro Academy**
	265.0	Dare
,	264.9	Polk
	264.7	Ashe, Henderson, Transylvania
	264.5	Cape Fear Center**
	264.1	River Mill Academy**
	263.9	Mount Airy City
	263.7	Summit Charter**, Wake, Woods Charter**, Yancey
	263.5	Carteret
	263.3	Alleghany, Currituck, Davie, Orange Charter**, Union
	263.0	Buncombe, Cabarrus
	262.9	Moore, Mooresville City
	262.7	Camden, Catawba, Clay, Elkin City, Johnston, Mitchell
	262.5	Brevard Academy**, Cherokee, Downtown Middle**, Onslow
	262.3	Caldwell, Davidson, New Hanover, Sterling Montessori**, Surry, Vance Charter**
	262.1	Chatham, Kings Mountain City, Stanly
	262.0	Clinton City, Haywood, Orange
	261.9	American Ren. Middle**, Arapahoe Charter**, Asheville City, Burke, Hickory City, Iredell-Statesville, Jackson, Pender, Yadkin
	261.7	Avery, Cleveland, McDowell, Piedmont Community**, Swain, Thomas Jefferson**, Wilkes
·	261.5	Craven, Macon, Newton Conover City, Pamlico
2003 State	261.3	Alexander, Asheboro City, East Wake Academy**, Lincoln Charter**, Person
	261.1	Edenton/Chowan, Randolph, Rowan-Salisbury
	261.0	Graham, Guilford
	260.9	Bethany Community**, Clover Garden**, Forsyth Academies**, Stokes, Wilson
	· 260.7	Brunswick, Charlotte/Mecklenburg, Cumberland, Harnett, Lincoln, Pitt
	260.5	Greene, Kestrel Heights**, Research Triangle**, Rockingham, Rutherford, Tyrrell
	260.3	Beaufort, Rocky Mount Prep Sch**, Winston-Salem/Forsyth
	260.1	C.G. Woodson**, Whiteville City
	260.0	Chatham Charter**
	259.9	Alamance-Burlington, Caswell, Franklin, Gaston, Guilford Charter**, Lenoir, Nash-Rocky Mount,
		Perquimans
	259.7	Roanoke Rapids City, Scotland
	259.5	Columbus, Duplin, Granville, Jones, Madison, Richmond, Sampson, Wayne

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

Table 47. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 7 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score	2003 LEA Performance
	259.3	Elizabeth City/Pasquotank, Lee, Shelby City
		D. Lee Marie Manager
	259.0	Durham, Martin, Montgomery
	258.9	Bladen, Gates, Hyde
	258.7 	Alpha Academy**
1999, 2000, 2001, 2002 State	258.1	
, , ,	257.9	Hoke, Robeson
	257.5	Haliwa-Saponi Tribal**, Kannapolis City
	257.3	Edgecombe
1998 State	257.1	Thomasville City
	257.0	Chapel Hill Free School**
	256.9	Quality Education**, Warren
	256.7	MAST**
	256.5	Lexington City
1005 1006 1005 0		
1995, 1996, 1997 State	256.1	Acces Design House Welder City
	255.9 255.7	Anson, Bertie, Hertford, Weldon City Halifax, Northampton, S.B. Howard**
	255.5	Washington
	255.3	Vance
1993, 1994 State	255.1	Talloo
,	254.9	Bridges**
	254.7	SPARC Academy**
	254.3	Crossnore Academy**, Grandfather Academy**
	 253.9	Kennedy Charter**
,	253.7	Imani Institute**
	253.0	Ann Atwater**
	 251.9	Sugar Creek**
	251.9	Jugai Cittik
	250.9	Carter Community**
	250.7	CIS Academy**, Omuteko Gwamaziima**
	249.3	Provisions Academy**
	249.3 *	Lakeside School**, Phoenix Academy**

Notes: 1 Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

Table 48. 2002-03 End-of-Grade Multiple-Choice Test Results

Grade 7 Mean Scale Score by LEA - Mathematics

State***	Mean Score ¹	2003 LEA Performance
	287.9	Metrolina**
	284.3	Quest Academy**
	283.9	Magellan**
	 279.3	Lake Norman**
	 276.0	Chapel Hill-Carrboro City
	275.7	
		Mountain Community**
	274.9 	Exploris**
	274.1	Transylvania
	273.7 273.5 273.3	Ashe, Mount Airy City, Watauga F Delany New School**, Greensboro Academy** Henderson
	272.9	Polk
	272.5	Elkin City
	272.0	Franklin Academy**
	271.7	Buncombe
	271.5	Dare Community ** Webs
	271.3	Evergreen Community**, Wake
	271.1	Kings Mountain City
	271.0	Moore
	270.9	Yancey
	270.7	Haywood, Lincoln, Union
	270.5	Alleghany, Surry
	270.3	Avery, Cabarrus, Cleveland, Johnston, Vance Charter**
	270.1	Catawba, Mooresville City, New Hanover, Wilkes
	270.0	Davie
	269.9	Newton Conover City, Stanly
	269.7 269.5	Cherokee, Iredell-Statesville, Orange
	269.3	Carteret, Clay, Currituck, Pender Burke, Caldwell, Charlotte/Mecklenburg, Graham, Onslow
	269.1	Piedmont Community**
	269.0	Hickory City
	268.9	Chatham Charter**, Edenton/Chowan
	268.7	McDowell
	268.5	Gaston, Person, Pitt, Randolph
2003 State	268.3	Chatham, Davidson, Lenoir
2002 State	268.1	Alamance-Burlington, Yadkin
	268.0	Asheville City, Cape Fear Center**, Woods Charter**
	267.9	Brevard Academy**, Guilford, Jackson, Pamlico, Scotland, Wilson
	267.7	Asheboro City, Beaufort, Macon, Martin, Rowan-Salisbury, Tyrrell
	267.5	Bethany Community**, Brunswick, Downtown Middle**, Harnett, Lee, River Mill Academy**, Rutherford, Winston-Salem/Forsyth
	267.3	East Wake Academy**
2001 State	267.1	Arapahoe Charter**, Clinton City, Craven, Roanoke Rapids City
	267.0	Thomas Jefferson**
	266.9	Kestrel Heights**, Mitchell
	266.7	C.G. Woodson**, Orange Charter**, Rocky Mount Prep Sch**, Stokes
	266.5	Alexander, Camden, Lincoln Charter**, Richmond, Shelby City, Sterling Montessori**, Summit Charter**
	266.3	Perquimans Combanded Realtingham Surain
	266.1	Cumberland, Rockingham, Swain
	266.0 265.9	Wayne Clover Garden**, Greene, Jones, Montgomery, Nash-Rocky Mount
	265.7	Kannapolis City, Research Triangle**, Sampson
	203.7	Ramapons City, Research Hangle , Sampson

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix

^{***}State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

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Table 48. 2002-03 End-of-Grade Multiple-Choice Test Results

Grade 7 Mean Scale Score by LEA - Mathematics (continued)

State***	Mean Score ¹	2003 LEA Performance
	265.5	Franklin
	265.3	Caswell
· ·	265.0	Dunlin Catas Hada
	265.0 264.9	Duplin, Gates, Hyde Durham
	204.9	Dunan
	264.5	Forsyth Academies**
	264.3	Bladen, Columbus, Elizabeth City/Pasquotank, Granville, Madison, Robeson
1999,2000 State	264.1	
	263.7	American Ren. Middle**
	263.5	Chapel Hill Free School**, Whiteville City
	263.3	Lexington City
	263.1	Hoke, MAST**
	262.9	Edgecombe, Weldon City
	262.7	Bertie, Thomasville City
	262.3	Anna Ovality Education** C.D. Hayyard**
1998 State	262.3	Anson, Quality Education**, S.B. Howard**
1990 State	261.9	Halifax, Hertford
	261.5	Northampton, Warren
1007.0.	261.3	Alpha Academy**, Washington
1997 State	261.1 260.9	CIS Academy**
		Clo Avadelly
	260.5	Guilford Charter**
1995,1996 State	260.1	Vance
, , , , , , , , , , , , , , , , , , , ,	259.9 -	Haliwa-Saponi Tribal**
	 259.3	Grandfather Academy**
1993,1994 State	259.3	Grandraufer Academy
1775,1774 State	259.0	Sugar Creek**
		C
	258.7 258.5	Crossnore Academy**
		SPARC Academy**
	258.1	Ann Atwater**, Bridges**, Imani Institute**
	257.3	Omuteko Gwamaziima**, Provisions Academy**
	256.1	Carter Community**
	*	Kennedy Charter**, Lakeside School**, Phoenix Academy**

Notes: 1 Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix

^{***}State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Table 49. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 8 Mean Scale Score by LEA - Reading

State***	Mean Score	2003 LEA Performance
	274.7	Metrolina**
	270.7	Exploris**
	270.5	Magellan**
	269.9	Evergreen Community**
	269.7	Chapel Hill-Carrboro City
	269.5	Quest Academy**
	 269.1	F Delany New School**, Lake Norman**
	268.9	Mountain Community**
	268.7	Greensboro Academy**
	268.5	Watauga
	267.7	Sterling Montessori**
	267.5	Ashe
	267.3	River Mill Academy**
	 267.0	Brevard Academy**, Currituck, Dare, Elkin City
	266.9	Avery, Pamlico, Woods Charter**
	266.7	Davie, Henderson, Mount Airy City, Wake
	266.5	Clay, Orange Charter**, Polk, Transylvania
	266.3	Guilford Charter**
	266.1	Alleghany
	266.0	Cabarrus, Carteret
	265.9	Chatham Charter**, Chatham, Cherokee, Moore, Union
	265.7	Buncombe, Camden, Clover Garden**, Downtown Middle**, Graham, MAST**, Surry
	265.5	Franklin Academy**, Johnston, Macon, Thomas Jefferson**, Yancey
	265.3	Catawba
	265.1	Craven, Kings Mountain City, Onslow
	265.0	Grandfather Academy**, Mooresville City, New Hanover, Orange
1	264.9	Caldwell, Davidson, McDowell, Mitchell, Shelby City, Stanly
	264.7	American Ren. Middle**, Iredell-Statesville, Madison
	264.5	Asheville City, Cleveland, Haywood, Pender, Wilkes
	264.3	Guilford, Jackson, Stokes, Tyrrell, Yadkin
	264.1	Burke
	264.0	Harnett
2003 State	263.9	Person, Wilson, Winston-Salem/Forsyth
	263.7	Lincoln, Newton Conover City
	263.5	Arapahoe Charter**, Hyde, Rowan-Salisbury, Vance Charter**
	263.3	Charlotte/Mecklenburg, Edenton/Chowan, Gaston, Gates, Pitt, Randolph, Rockingham
2000, 2001, 2002 State	263.1	Rutherford, Wayne
	263.0	Lincoln Charter**
	262.9	Alamance-Burlington, Alexander, Bethany Community**, Bridges**, Brunswick, CIS Acad**, Cumberland
	262.7	Caswell, Granville, Hickory City, Jones, Lenoir, Perquimans, Swain
	262.5	Clinton City, Duplin, East Wake Academy**, Summit Charter**
	262.3	Kestrel Heights**, Nash-Rocky Mount, Richmond, Rocky Mount Prep Sch**, Sampson
	262.1	Durham City City City City City City City City
	262.0	Asheboro City
	261.9	Beaufort, Kannapolis City, Roanoke Rapids City
	261.7	Columbus, Elizabeth City/Pasquotank, Franklin, Greene, Whiteville City
	261.5	Montgomery Plader Lee Scotland
	261.3	Bladen, Lee, Scotland

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

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Table 49. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 8 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score	2003 LEA Performance
1998,1999 State	261.1	Martin
	261.0	Hoke, Kennedy Charter**
	260.9	Anson
	260.5	Edgecombe, Thomasville City
1997 State	260.1	C.G. Woodson**
	260.0	Quality Education**
	259.9	Hertford, Lexington City, Robeson
	259.5	Sugar Creek**, Warren
	259.3	Washington
1994,1995, 1996 State	259.1	S.B. Howard**
, , , , , , , , , , , , , , , , , , , ,	259.0	Alpha Academy**
	258.9	Laurinburg Homework**, Northampton
	258.7	Omuteko Gwamaziima**
	258.5	Ann Atwater**, Halifax, Vance
	258.3	Bertie
1993 State	258.1	
	256.9 	Provisions Academy**
·	256.5	Weldon City
	256.3	SPARC Academy**
	254.9	Imani Institute**
	254.3	Carter Community**
	254.0	Crossnore Academy**
	*	Chapel Hill Free School**, Lakeside School**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

Preliminary Report Table 50. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 8 Mean Scale Score by LEA - Mathematics

State***	Mean Score	2003 LEA Performance
	286.9	Metrolina**
	283.7	Magellan**
	282.9	Quest Academy**
	282.3	Lake Norman**
	279.3	Chapel Hill-Carrboro City
	 277.1	F Delany New School**, Graham
	276.7	Henderson
	276.5 276.3	Brevard Academy**, Transylvania Ashe, Exploris**, Mount Airy City
	 276.0	Watauga
	275.9	Alleghany, Polk
	275.7	Davie
	275.5	Surry
	275.3	Buncombe, Currituck
	275.1	Orange Charter**
	275.0	Kings Mountain City
	274.9	Moore, Yancey
	274.7	Elkin City, Greensboro Academy**, Stanly, Wake, Wilkes
	274.5 	Johnston, Mooresville City
	274.1	Madison, Union
	274.0	Pamlico
	273.9	Chatham Charter**, Hyde, Mountain Community**, River Mill Academy**
	273.7	Avery, Catawba, Cherokee
	273.5	Cabarrus, Carteret, Chatham, Dare, Edenton/Chowan, Iredell-Statesville
	273.3	Clay, Franklin Academy**, New Hanover
	273.1	Lincoln
	273.0	Cleveland, Onslow
	 272.7	Haywood, Newton Conover City, Shelby City
	272.5	Bethany Community**, CIS Academy**, Caldwell, Davidson, Jackson, Pender
	272.3	McDowell, Orange
	272.1	Camden, Stokes
	271.9	Burke, Craven, Macon, Yadkin
2003 State	271.7	Arapahoe Charter**, Clover Garden**, Harnett
	271.5	Gates, Guilford, Lenoir, Randolph, Sampson, Woods Charter**
2002 State	271.3	Asheville City, Charlotte/Mecklenburg, Gaston, Martin, Person, Rowan-Salisbury
	271.1	Brunswick, Thomas Jefferson**
	271.0	Laurinburg Homework**, Winston-Salem/Forsyth
	270.9	Evergreen Community**, Jones, Lee
	270.7	Alamance-Burlington, Asheboro City, MAST**, Perquimans, Rutherford, Wayne, Wilson

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Preliminary Report Table 50. 2002-03 End-of-Grade Multiple-Choice Test Results Grade 8 Mean Scale Score by LEA - Mathematics (continued)

State***	Mean Score	2003 LEA Performance
	270.5	Hickory City, Kannapolis City, Pitt
	270.3	Alexander, Beaufort, Richmond, Rockingham, Tyrrell
2000,2001 State	270.1	
	260.7	Guilford Charton**
	269.7	Guilford Charter** Combadand Daymtaum Middla** Dumlin Granvilla Nach Realty Maynt
	269.5	Cumberland, Downtown Middle**, Duplin, Granville, Nash-Rocky Mount
1000 1000 04-4-	269.3 269.1	Roanoke Rapids City, Scotland Mitchell, Sterling Montessori**
1998,1999 State	269.1	Montgomery, Vance Charter**
	268.9	Clinton City
	268.7	Swain
	268.5	American Ren. Middle**
	268.3	Summit Charter**
	268.1	Kestrel Heights**
	268.0	Columbus, Greene
	267.9	Bladen, Durham, East Wake Academy**, Edgecombe, Franklin, Rocky Mount Prep Sch**, Whiteville City
	267.7	Anson, Lincoln Charter**, Robeson
	267.5	Elizabeth City/Pasquotank, Hoke
	267.3	Caswell
1996,1997 State	267.1	Caswell
1990,1997 State	267.0	Thomasville City
	266.9	Northampton, S.B. Howard**
	200.9	Notifianipion, S.D. Howard
	266.5	C.G. Woodson**
	266.3	Lexington City
1995 State	266.1	Hertford
	266.0	Washington
	265.7	Bertie, Halifax
	265.5	Bridges**
	265.3	Grandfather Academy**, Warren
1994 State	265.1	Grandfamet Academy , warren
1994 State	203.1	
	264.7	Quality Education**
	264.2	Cuesa Creek** Venes Welder Cite
1993 State	264.3	Sugar Creek**, Vance, Weldon City
1993 State	264.1	
	262.9	Provisions Academy**
	262.7	Alpha Academy**
	261.9	SPARC Academy**
	261.7	Kennedy Charter**
	260.1	Omuteko Gwamaziima**
	260.0	Ann Atwater**
	•••	
	259.3	Imani Institute**
	258.5	Carter Community**
	254.5	Crossnore Academy**
	*	Chapel Hill Free School**, Lakeside School**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Preliminary Alternate Assessment Academic Inventory (AAAI)

Preliminary Report Table 1. 2002-03 Alternate Assessment Academic Inventory (AAAI) Statewide Performance of On-Level¹ Students in Reading

	Number of	Percent of All			Percent at		Percent At or Above	Percent Achieving	Not Achieving
Category	Students ²	Students ³	Level I	Level II	Level III	Level IV	Level III	Growth	Growth
All Students	5,837	100.0	58.7	28.0	12.5	0.9	13.4	83.9	16.1
Gender									
Female	2,630	45.1	60.8	27.9	10.4	0.9 .	11.3	84.0	16.0
Male	3,207	54.9	56.9	28.0	14.2	0.9	15.1	83.8	16.2
Ethnicity									
American Indian	188	3.2	5.3	33.5	58.0	3.2	61.2	98.4	1.6
Asian	520	8.9	54.8	34.0	9.8	1.3	11.2	86.5	13.5
Black	679	11.6	34.2	35.2	29.0	1.6	30.6	91.2	8.8
Hispanic	3,993	68.4	69.1	24.3	6.2	0.4	6.6	80.8	19.2
Multi-Racial	34	0.6	26.5	52.9	20.6	*	20.6	94.1	5.9
White	421	7.2	29.9	39.4	27.8	2.9	30.6	91.2	8.8
Not Exceptional ⁴	4,789	82.0	66.7	26.4	6.4	0.5	6.9	81.8	18.2
All Students with Disabilities	1,042	17.9	21.9	35.2	40.2	2.7	42.9	93.6	6.4
Behaviorally-Emotionally Disabled	78	1.3	24.4	44.9	26.9	3.8	30.8	87.2	12.8
Hearing Impaired	8	0.1	*	*	*	*	*	*	*
Educable Mentally Disabled	435	7.5	18.9	36.3	42.5	2.3	44.8	94.7	5.3
Specific Learning Disabled ⁴	337	5.8	22.6	35.0	40.1	2.4	42.4	93.5	6.5
Learning Disabled-Reading	386	6.6	21.0	33.2	42.7	3.1	45.9	95.1	4.9
Learning Disabled-Mathematics	200	3.4	26.0	30.5	41.5	2.0	43.5	94.0	6.0
Learning Disabled-Written Expressio		0.1	*	*	*	*	*	*	*
Learning Disabled-Other	. 1	0.0	*	*	*	*		*	
Speech-Language Impaired	19	0.0	*	*	*	*			*
		0.3	*		*	*			*
Visually Impaired	11								
Other Health Impaired	63	1.1	15.9	31.7 *	46.0 *	6.3	52.4	98.4	1.6
Orthopedically Impaired	5	0.1	*	*		*			- I
Traumatic Brain Injured	4	0.1		:		*			
Autistic	21	0.4						*	*
Severely/Profoundly Mentally Disabled	1	0.0	*	*	*	*	*	*	*
Multihandicapped	3	0.1	*	*	*	*	*	*	*
Deaf-Blind	22	0.4	*	*	*	*	*	*	*
Trainable Mentally Disabled	10	0.2	*	*	*	*	*	*	*
Not coded	29	0.5	*	*	*	*	*	*	*
Section 504	25	0.4	*	*	*	*	*	*	*
Limited English Proficient	4,516	77.4	66.5	26.6	6.5	0.4	6.9	81.8	18.2
Not Served by Title I	3,109	53.3	61.6	29.6	7.9	0.9	8.8	83.5	16.5
Schoolwide Title I Program	2,460	42.1	53.9	26.4	18.7	1.1	19.8	84.5	15.5
Targeted Assistance	104	1.8	56.7	32.7	10.6	*	10.6	87.5	12.5
Migrant	141	2.4	75.2	17.7	7.1	.*	7.1	80.1	19.9
Assigned Grade									
3	1,049	18.0	52.0	28.5	17.9	1.6	19.5	85.8	14.2
4	1,039	17.8	57.1	28.7	13.1	1.2	14.2	86.8	13.2
5	906	15.5	58.1	25.8	15.5	0.7	16.1	83.1	16.9
6	897	15.4	63.9	27.1	8.6	0.4	9.0	83.2	16.8
7	943	16.2	63.6	27.5	8.6	0.3	8.9	80.5	19.5
8	809	13.9	63.3	26.3	9.8	0.6	10.4	82.0	18.0
. 10	194	3.3	38.7	44.3	13.9	3.1	17.0	90.2	9.8

Notes: On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

^{*}Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 2. 2002-03 Alternate Assessment Academic Inventory (AAAI) Statewide Performance of On-Level¹ Students in Mathematics

	Number of	Percent of All		Percent at			Percent At or Above	Percent Achieving	Not Achieving
Category	Students"	Students ³	Level I	Level II	Level III	Level IV	Level III	Growth	Growth
All Students	5,392	100.0	50.6	31.9	15.8	1.6	17.5	85.8	14.2
Gender									
Female	2,479	46.0	51.2	32.6	14.6	1.6	16.3	86.6	13.4
Male	2,913	54.0	50.1	31.4	16.9	1.6	18.5	85.0	15.0
Ethnicity									
American Indian	130	2.4	3.1	34.6	60.0	2.3	62.3	99.2	0.8
Asian	467	8.7	37.5	34.9	22.7	4.9	27.6	90.6	9.4
Black	575	10.7	36.0	32.7	29.0	2.3	31.3	89.2	10.8
Hispanic	3,820	70.8	58.0	30.6	10.4	1.0	11.4	83.5	16.5
Multi-Racial	26	0.5	*	*	*	*	*	*	*
White	373	6.9	31.4	38.6	27.3	2.7	30.0	93.0	7.0
Not Exceptional ⁴	4,556	84.5	55.0	31.7	11.9	1.4	13.3	84.5	15.5
All Students with Disabilities	834	15.5	26.7	33.1	37.5	2.6	40.2	92.4	7.6
Behaviorally-Emotionally Disabled	70	1.3	42.9	34.3	21.4	1.4	22.9	82.9	17.1
Hearing Impaired	10	0.2	*	*	*	*	*	*	*
Educable Mentally Disabled	391	7.3	20.5	34.0	43.0	2.6	45.5	94.9	5.1
Specific Learning Disabled ⁴	196	3.6	33.7	32.1	31.6	2.6	34.2	91.8	8.2
Learning Disabled-Reading	218	4.0	30.7	27.1	39.0	3.2	42.2	93.6	6.4
Learning Disabled Mathematics	202	3.7	29.2	29.2	39.1	2.5	41.6	93.6	6.4
Learning Disabled-Written Expression		0.1	*	*	*	*	*	*	*
Learning Disabled-Other	. 1	0.0	*	*		*	*	*	*
Speech-Language Impaired	19	0.4	*	*	*		*	*	*
Visually Impaired	10	0.4	*		*	*	*		*
Other Health Impaired	46	0.9	17.4	32.6	41.3	8.7	50.0	95.7	4.3
Orthopedically Impaired	5	0.9	17. 4	32.0 *	*	*	*	*	*
			*	*	*	*	*		
Traumatic Brain Injured	8	0.1	*		*		*		
Autistic	24	0.4			*		*	*	
Severely/Profoundly Mentally Disabled	2	0.0	*				*		
Multihandicapped	3	0.1					*		
Deaf-Blind	16	0.3							
Trainable Mentally Disabled	14	0.3						*	
Not Coded	22	0.4			*		*	*	
Section 504	20	0.4	*						
Limited English Proficient	4,294	79.6	54.8	32.0	11.8	1.4	13.2	84.7	15.3
Not Served by Title I	2,900	53.8	52.4	32.6	13.1	2.0	15.0	85.2	14.8
Schoolwide Title I Program	2,229	41.3	48.2	30.4	20.0	1.4	21.4	86.1	13.9
Targeted Assistance	105	1.9	41.9	42.9	15.2	*	15.2	86.7	13.3
Migrant	136	2.5	55.1	36.0	8.8	*	8.8	89.0	11.0
Assigned Grade									
3	978	18.1	44.0	33.9	19.7	2.4	22.1	90.2	9.8
4	974	18.1	46.4	36.8	15.7	1.1	16.8	88.7	11.3
5	838	15.5	49.0	33.7	16.5	0.8	17.3	87.1	12.9
6	829	15.4	57.8	28.5	12.7	1.1	13.8	82.6	17.4
7	842	15.6	55.1	29.7	13.8	1.4	15.2	83.0	17.0
8	766	14.2	57.2	26.2	14.5	2.1	16.6	81.5	18.5
10	165	3.1	33.3	37.6	23.0	6.1	29.1	84.8	15.2

Notes:

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in number reported are due to errors in coding on student answer sheets.

^{*}Data are not reported for categories with fewer than thirty students.

Preliminary Report Table 3. 2002-03 Alternate Assessment Academic Inventory (AAAI) Statewide Performance of Off-Level Students in Reading

	Number of	Percent of All		Percent at		Percent at	Percent At or Above	Percent Achieving	Percent No Achieving
Category	Students ²	Students ³	Level I	Level II	Level III ⁴	Level IV ⁴	Level III	Growth	Growth
All Students	12,203	100.0	62.5	37.5	*	*	*	95.0	5.0
Gender									
Female	3,890	31.9	60.9	39.1	*	*	*	95.6	4.4
Male	8,313	68.1	63.2	36.8	*	*	*	94.7	5.3
Ethnicity									
American Indian	175	1.4	50.9	49.1	*	*	*	98.3	1.7
Asian	110	0.9	78.2	21.8	*	*	*	94.5	5.5
Black	5,849	47.9	62.3	37.7	*	*	*	94.7	5.3
Hispanic	845	6.9	70.1	29.9	*	*	*	92.8	7.2
Multi-Racial	167	1.4	65.3	34.7	*	*	*	95.8	4.2
White	5,056	41.4	61.4	38.6	*	*	* 1	95.6	4.4
Not Exceptional ⁵	215	1.8	88.4	11.6	*	*	*	84.7	15.3
All Students with Disabilities	11,987	98.2	62.0	38.0	*	*	*	95.2	4.8
Behaviorally-Emotionally Disabled	532	4.4	63.7	36.3	*	*	*	91.2	8.8
Hearing Impaired	183	1.5	68.3	31.7	*.	*	*	94.0	6.0
Educable Mentally Disabled	6,264	51.3	62.6	37.4	*	*	*	95.6	4.4
Specific Learning Disabled ⁵	2,463	20.2	56.4	43.6			*	95.1	4.9
Learning Disabled-Reading	2,722	22.3	57.4	42.6	*	*	*	94.9	5.1
Learning Disabled-Mathematics	1,846	15.1	59.0	41.0	*	*	*	94.2	5.8
Learning Disabled-Written Expression	52	0.4	55.8	44.2	*		*	96.2	3.8
Learning Disabled-Other	0	0.0	*	*	*	*	*	*	*
Speech-Language Impaired	31	0.3	41.9	58.1	*			96.8	3.2
Visually Impaired	73	0.6	63.0	37.0	*			97.3	2.7
Other Health Impaired	886	7.3	57.8	42.2	*	*	*	96.4	3.6
Orthopedically Impaired	94	0.8	66.0	34.0		*	*	93,6	6.4
Traumatic Brain Injured	62	0.5	61.3	38.7		*	*	95.2	4.8
Autistic	492	4.0	61.0	39.0	*	*	*	95.3	4.7
Severely/Profoundly Mentally Disabled	16	0.1	*	*		*		*	*
Multihandicapped	194	1.6	78.9	21.1		*	*	94.3	5.7
Deaf-Blind	69	0.6	62.3	37.7		*	*	97.1	2.9
Trainable Mentally Disabled	. 616	5.0	76.5	23.5				93.2	6.8
Not Coded	13	0.1	*	±3.5				7J.2	*
Section 504	12	0.1						*	*
Limited English Proficient	387	3.2	74.4	25.6	*	*	*	91.0	9.0
	6,847	56.1	64.8	35.2	*	*	*	94.6	5.4
Not Served by Title I Schoolwide Title I Program	5,166	42.3	59.8	40.2	*			94.6 95.7	4.3
Targeted Assistance	165	1.4	54.5	45.5	*			89.1	10.9
		0.2	*	*	*			*	10.9
Migrant Assigned Crade	25	0.2							
Assigned Grade 3	2 242	10.4	506	41.4	*	*	*	95.9	4.1
	2,242	18.4	58.6	41.4			*		4.1 2.7
4	2,197	18.0	56.0	44.0				97.3	
5	2,280	18.7	54.4	45.6				96.9	3.1
6	1,738	14.2	69.8	30.2				94.2	5.8
7	1,574	12.9	69.5	30.5		•		93.5	6.5
8	1,344	11.0	69.7	30.3				92.9	7.1
10	828	6.8	71.9	28.1	*	*	*	89.4	10.6

Notes: 1 Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets. The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

²Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Students assessed off-grade level can only receive an Achievement Level I or II.

⁵Inconsistencies in number reported are due to errors in coding on student answer sheets.

^{*}Data are not reported for categories with fewer than thirty students.

Table 4. 2002-03 Alternate Assessment Academic Inventory (AAAI) Statewide Performance of Off-Level¹ Students in Mathematics

		Percent of					Percent At	Percent	Percent Not
	Number of	All	Percent at	Percent at		Percent at	or Above	Achieving	Achieving
Category	Students ²	Students ³	Level I	Level II	Level III ⁴	Level IV ⁴	Level III4	Growth	Growth
All Students	10,821	100.0	67.4	32.6	*	*	*	94.9	5.1
Gender									
Female	3,652	33.7	69.0	31.0	*	*	*	95.0	5.0
Male	7,169	66.3	66.5	33.5	*	*	*	94.8	5.2
Ethnicity									
American Indian	158	1.5	50.0	50.0	*	•	*	98.1	1.9
Asian	87	0.8	78.2	21.8	*	*	*	97.7	2.3
Black	5,341	49.4	68.2	31.8	*	*	*	94.6	5.4
Hispanic	633	5.8	70.0	30.0	*	*	*	91.6	8.4
Multi-Racial	150	1.4	65.3	34.7	*	*	*	96.7	3.3
White	4,451	41.1	66.4	33.6	*	*	*	95.5	4.5
Not Exceptional ⁵	144	1.3	90.3	9.7		*	*	81.3	18.8
All Students with Disabilities	10,677	98.7	67.0	33.0	*	*	*	95.1	4.9
Behaviorally-Emotionally Disabled	466	4.3	68.5	31.5	*	*	*	91.8	8.2
Hearing Impaired	158	1.5	63.3	36.7			*	92.4	7.6
Educable Mentally Disabled	6,086	56.2	68.0	32.0	*	*		95.3	4.7
Specific Learning Disabled ⁵	1,509	13.9	58.9	41.1		*		94.8	5.2
Learning Disabled-Reading	1,717	15.9	61.3	38.7				94.6	5.4
Learning Disable-Mathematics	1,624	15.0	60.8	39.2	* 1			95.1	4.9
Learning Disabled-Written Express		0.4	59.1	40.9	*			95.5	4.5
	0	0.0	J9.1	*				*	*
Learning Disabled-Other	26	0.0						*	
Speech-Language Impaired	72	0.2	69.4	30.6				94.4	5.6
Visually Impaired				37.3			*	96.7	3.3
Other Health Impaired	828	7.7	62.7				*		8.2
Orthopedically Impaired	97	0.9	77.3	22.7				91.8	
Traumatic Brain Injured	57	0.5	66.7	33.3				96.5	3.5
Autistic	489	4.5	67.1	32.9			*	96.1	3.9
Severely/Profoundly Mentally Disable		0.1							
Multihandicapped	195	1.8	82.1	17.9				93.3	6.7
Deaf-Blind	60	0.6	68.3	31.7				95.0	5.0
Trainable Mentally Disabled	612	5.7	77.1	22.9			*	94.3	5.7
Not Coded	8	0.1	*					*	*
Section 504	8	0.1	*	*	*	*	*	*	*
Limited English Proficient	269	2.5	74.0	26.0	*	*	*	90.7	9.3
Not Served by Title I	6,198	57.3	69.6	30.4	*	*	*	94.4	5.6
Schoolwide Title I Program	4,472	41.3	64.8	35.2	*	*	*	95.7	4.3
Targeted Assistance	129	1.2	57.4	42.6	*	*	*	90.7	9.3
Migrant	21	0.2	*	*	*	*	*	*	*
Assigned Grade									
3	1,868	17.3	63.0	37.0	*	*	*	96.5	3.5
4	1,863	17.2	60.9	39.1	•	*	*	97.9	2.1
5	1,915	17.7	61.4	38.6	*	*	*	97.0	3.0
6	1,620	15.0	71.5	28.5	*	*	*	94.6	5.4
7	1,463	13.5	73.8	26.2	*	*	*	93.0	7.0
8	1,283	11.9	74.3	25.7	*	*	*	92.2	7.8
10	809	7.5	75.5	24.5	*	*		87.5	12.5

Notes: Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

²Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Students assessed off-grade level can only receive an Achievement Level I or II.

Inconsistencies in number reported are due to errors in coding on student answer sheets

^{*}Data are not reported for categories with fewer than thirty students.

The total of "All Students with Disabilities" includes Section 504.

Preliminary Alternate Assessment Portfolio (AAP)

Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth Table 1. 2002-03 Alternate Assessment Portfolio (AAP) Preliminary Report

					Reading		, —			Mathematics	97)		
	Number	Percent of	Percent at	Percent at	Percent at	Percent	Percent At or Above	Percent at	Percent at	Percent at	ercent	Percent	Percent Percent At or Above Achieving	Percent Not Achieving
Category	of Students	of Students All Students	Level I	Level II	Level III	Level IV	Level III	Level I	Level II	Level III	Level IV	Level III	Growth	Growth
All Students	3,146	100.0	15.9	31.9	29.8	17.9	47.7	20.4	22.9	37.0	15.2	52.2	92.1	3.2
Gender														
Females	1,171	37.2	15.5	33.3	29.3	16.6	45.9	19.9	23.7	36.4	14.6	51.0	90.7	3.9
Males	1,965	62.5	16.0	31.0	30.2	18.7	48.9	50.6	22.4	37.5	15.5	53.0	92.8	2.8
Ethnicity														
American Indian	89	2.2	4.4	29.4	39.7	25.0	64.7	10.3	17.6	35.3	35.3	9.07	98.5	•
Asian	51	1.6	7.8	43.1	31.4	17.6	49.0	13.7	23.5	52.9	8.6	62.7	94.1	5.9
Black	1,302	41.4	16.4	30.0	30.5	18.7	49.2	21.0	21.1	38.5	15.1	53.5	91.8	3.8
Hispanic	123	3.9	14.6	40.7	18.7	18.7	37.4	16.3	26.8	31.7	17.9	49.6	90.2	2.4
Multi-Racial	51	1.6	11.8	27.5	39.2	15.7	54.9	11.8	31.4	37.3	13.7	51.0	92.2	2.0
White	1,544	49.1	16.3	32.8	29.3	16.9	46.2	21.1	24.1	35.7	14.4	50.1	92.1	3.0
Other	0	0.0	*	•	•	•	•	•	•	*	*	•	•	•
All Students with Disabilities	3,133	9.66	15.9	32.0	29.8	17.8	47.6	20.4	22.9	36.9	15.2	52.1	92.1	3,3
Behavicrally-Emotionally Disabled	2	0.1	*	*	•			•		*		•	*	•
Hearing Impaired	=	0.3	•	*	*	*	*	•	*	*	•	•	•	•
Educable Mentally Disabled	205	6.5	15.6	30.7	24.4	22.4	46.8	22.4	15.6	32.7	22.4	55.1	86.8	5.4
Specific Learning Disabled	\$	0.2	*	*	*	*	•	•	•	•	•	*	*	•
Speech-Language Impaired	9	0.2	*	*	*	*	*	•	*	*	*	*	*	*
Visually Impaired	81	2.6	18.5	27.2	34.6	14.8	49.4	19.8	22.2	45.7	7.4	53.1	87.7	7.4
Other Health Impaired	23	0.7	•	•	*	*	*	•	•	•	•		•	•
Orthopedically Impaired	24	8.0	*	*	•	•	*	*	*	•	*	•	*	•
Traumatic Brain Injured	411	13.1	21.7	30.9	27.3	16.3	43.6	25.8	26.0	31.1	13.1	44.3	8.06	5.4
Autistic	588	18.7	17.5	33.2	29.1	15.6	44.7	20.7	27.0	35.9	11.7	47.6	8.16	3.4
Severely/Profoundly Mentally Disabled	_	0.0	*	*	*	*	*	*	•	*	*	*	*	*
Multihandicapped	1,063	33.8	12.5	30.8	30.1	22.1	52.2	16.4	21.4	37.6	20.1	57.8	93.2	2.3
Deaf-Blind	9	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	707	22.5	16.1	34.4	31.1	14.0	45.1	22.5	22.5	39.7	10.9	9.09	93.2	2.1
Not Coded	13	0.4	•	*	*	•	•	•	*	•	*	*	*	*
Limited English Proficient (LEP)	91	2.9	28.6	31.9	22.0	15.4	37.4	28.6	22.0	28.6	18.7	47.3	91.2	5.5
Not Served by Title I	2,108	67.0	16.4	31.8	29.0	18.2	47.2	20.3	23.1	36.3	15.7	52.1	92.1	3.2
Schoolwide Title I Program	964	30.6	14.1	31.4	31.8	18.3	50.1	20.5	22.3	38.2	14.6	52.8	92.6	2.8
Targeted Assistance	25	8.0	•	*	*	*	*	*	*	•	*	*	*	*
Migrant	-	0.0	*	*	*	•	*	*	*	*	*	•	*	*

"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks. Notes

*No scores are reported for groups with fewer than thirty students.

Last year students received overall portfolio achievement levels and growth, this year students received achievement levels in Reading and Mathematics as well as an overall growth indication. Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after July 30, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary High School Comprehensive Results

Table 1. 1997-98 to 2002-03 North Carolina High School Comprehensive Multiple-Choice Test Results Reading and Mathematics Statewide Summary Preliminary Report

	Read	Reading	Mathe	Mathematics*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	
1997-98 Standard	163.3	55.6%	173,635	54.9%	
Deviation	. 7.01		13.3		
1998-99	75,660	61.1%	75,527	61.4%	
Standard Deviation	8.6		13.6		
1999-00	77,360	61.7%	77,096	64.7%	
Standard Deviation	8.6		13.8		
2000-01	80,692	61.6%	80,492	%8'99	
Standard Deviation	10.0		14.1		
2001-02**	1			1 1 2 1	
2002-03	86,854	64.8%	86,795	70.0%	
Standard Deviation	8.6		14.4		

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

^{**}In June, 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year.

Preliminary Report Table 2. 2002-03 North Carolina High School Comprehensive Test Goal Summary Report

	Developmental Scale Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	165.3	86,854	216	
GOAL 1: Use strategies and processes that en	nhance control of commi	inications		
skills development.			18	65.8
GOAL 2: Use language for the acquisition,	interpretation, and applic	ation		
of information.			168	56.2
Obj 2.1: Identify, collect or select information			53	61.5
Obj 2.2: Analyze, synthesize, and organize			7.0	52 F
and discover related ideas, conce			76	53.7
Obj 2.3: Apply, extend, and expand on info	ormation and concepts.		39	55.6
COAL 3: Use lenguage for critical analysis	and avaluation		30	61.4
GOAL 3: Use language for critical analysis Obj 3.1: Assess the validity and accuracy of			3	01.4
Obj 3.2: Determine the value of information			12	67.1
Obj 3.3: Develop criteria and evaluate the			12	07.1
importance of the information an			15	52.6
MATHEMATICS	179.9	86,795	210	32.0
GOAL 1: Numerical Relationships	179.9	80,793	21	61.4
Obj 1.1: Perform operations with real num	hers		3	01.4
Obj 1.2: Solve problems involving number		•	9	59.2
Obj 1.3: Solve problems using ratios, prop			9	56.0
coj 1.5. Borro processis asing rances, prop	ortions, and percents			20.0
GOAL 2: Growth and Measurement			63	50.6
Obj 2.1: Geometric problems using two an	d three-dimensional shap	oes	18	54.7
Obj 2.2: Solve problems using properties of			9	59.0
Obj 2.3: Solve problems using perimeter, a		ıs	15	38.7
Obj 2.4: Solve problems using right triang			12	49.2
Obj 2.5: Transform polygons in the coordi	nate plane		9	55.5
GOAL 3: Algebraic Concepts			72	52.7
Obj 3.1: Use the language of algebra and f	ormulas to solve problem	nc	15	56.4
Obj 3.2: Demonstrate an understanding of		13	12	57.1
Obj 3.3: Graph and use linear equations an			15	52.7
Obj 3.4: Solve problems that involve nonli			12	46.7
Obj 3.5: Use an appropriate method to solv		stems	2 20	1017
of equations and inequalities	o proording mr. or img of		12	47.8
Obj 3.6: Perform operations with polynom	ials		6	56.2
GOAL 4: Data Analysis			54	49.0
Obj 4.1: Solve real world problems using s			24	59.7
Obj 4.2: Solve real world problems using p	probability		21	44.9
Obj 4.3: Fit a line or curve to a set of data			9	30.3
NUMBER OF A B	С			
STUDENTS				
TAKING FORM 28,960 28,9	957 28,937			

Notes: * "Number of Observations" includes students who attempted at least one item on the test.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{** &}quot;Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Table 3. 2002-03 North Carolina High School Comprehensive Test Distribution of Scale Scores - Reading

NUMBER OF STUDENTS WITH	86.854	HIGH SCORE	199
VALID SCORES*	00,034	LOW SCORE	132
MEAN	165.3	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	177.52
DEVIATION	9.8	75	172.23
		50 (MEDIAN)	166.11
VARIANCE	96.0	25	159.21
		10	151.80

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILE
199	1	86854	0.00	100.00	99
197	6	86853	0.01	100.00	99
195	5	86847	0.01	99.99	99
194	15	86842	0.02	99.99	99
193	12	86827	0.01	99.97	99
192	24	86815	0.03	99.96	99
191	28	86791	0.03	99.93	99
190	54	86763	0.06	99.90	99
189	132		0.15	99.83	99
188	99	86709 86577	0.11	99.68	99
187	1 7 5		0.20	99.57	99
	278	86478			
186 185	416	86303	0.32	99.37	99 99
		86025		99.05	
184	620	85609	0.71	98.57	99
183	424	84989	0.49	97.85	98
182	315	84565	0.36	97.36	98
181	965	84250	1.11	97.00	97
180	1147	83285	1.32	95.89	96
179	1858	82138	2.14	94.57	95
178	2164	80280	2.49	92.43	93
177	2343	78116	2.70	89.94	91
176	1896	75773	2.18	87.24	-89
175	1978	73877	2.28	85.06	87
174	3684	71899	4.24	82.78	84
173	2249	68215	2.59	78.54	82
172	3098	65966	3.57	75.95	79
171	4167	62868	4.80	72.38	76
170	3308	58701	3.81	67.59	73
169	2639	55393	3.04	63.78	69
168	4212	52754	4.85	60.74	66
167	3529	48542	4.06	55.89	62
166	4096	45013	4.72	51.83	58
165	3093	40917	3.56	47.11	55
164	3303	37824	3.80	43.55	51
163	3905	34521	4.50	39.75	47
162	2361	30616	2.72	35.25	43
161	2918	28255	3.36	32.53	40
160	2866	25337	3.30	29.17	36
159	2606	22471	3.00	25.87	32
158	2249	19865	2.59	22.87	30
157	1724	17616	1.98	20.28	27
156	1659	15892	1.91	18.30	24
155	1948	14233	2.24	16.39	22
154	1379	12285	1.59	14.14	19
153	1343	10906	. 1.55	12.56	17
152	1255	9563	1.44	11.01	15
151	1134	8308	1.31	9.57	13
150	1009	7174	1.16	8.26	11
149	683	6165	0.79	7.10	9
148	668	5482	0.77	6.31	8
147	893	4814	1.03	5.54	7
146	805	3921	0.93	4.51	6
		those students who att			· ·

Preliminary Report Table 3. 2002-03 North Carolina High School Comprehensive Test Distribution of Scale Scores – Reading (continued)

NUMBER OF STUDENTS WITH	86,854	HIGH SCORE 1	99
VALID SCORES*	00,034	LOW SCORE 1	32
MEAN	165.3		ALE
		PERCENTILES SC	ORE
STANDARD		90 17	7.52
DEVIATION	9.8	75 17	2.23
		50 (MEDIAN) 16	6.11
VARIANCE	96.0	25 15	9.21
		10 15	1.80

FREQUENCY DISTRIBUTION

	SCALE		CUMULATIVE		CUMULATIVE	1998 STATE
	SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
	145	741	3116	0.85	3.59	5
	144	617	2375	0.71	2.73	4
	143	499	1758	0.57	2.02	3
	142	380	1259	0.44	1.45	2
	141 .	284	879	0.33	1.01	1
	140	269	595	0.31	0.69	1
	139	114	326	0.13	0.38	1
	138	90	212	0.10	0.24	1
	137	46	122	0.05	0.14	1
	136	20	76	0.02	0.09	1
LESS THAN	136	56	56	0.06	0.06	1

Preliminary Report Table 4. 2002-03 North Carolina High School Comprehensive Test Distribution of Scale Scores – Mathematics

NUMBER OF STUDENTS WITH	86,795	HIGH SCORE	226
VALID SCORES*	00,755	LOW SCORE	141
MEAN	179.9	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	198.94
DEVIATION	14.4	75	190.11
		50 (MEDIAN)	180.04
VARIANCE	207.4	25	169.65
		10	160.78

		FREQUENCY D	ISTRIBUTION		
SCALE		CUMULATIVE		CUMULATIVE	1998 STATE
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
226	. 2	86795	0.00	100.00	99
224	12	86793	0.01	100.00	99
223	20	86781	0.02	99.98	99
221	26	86761	0.03	99.96	99
220	71	86735	0.08	99.93	. 99
219	58	86664	0.07	99.85	99
217	131	86606	0.15	99.78	99
216	85	86475	0.10	99.63	99
215	201	86390	0.23	99.53	99
214	113	86189	0.13	99.30	99
213	253	86076	0.29	99.17	99
212	132	85823	0.15	98.88	99
211	337	85691	0.39	98.73	99
210	159	85354	0.18	98.34	99
209	366	85195	0.42	98.16	99
208	605	84829	0.70	97.73	99
207	198	84224	0.23	97.04	99
206	520	84026	0.60	96.81	99
205	802	83506	0.92	96.21	98
204	574	82704	0.66	95.29	98
203	958	82130	1.10	94.63	98
202	341	81172	0.39	93.52	97
201	1056	80831	1.22	93.13	97
200	1033	79775	1.19	91.91	96
199	1117	78742	1.29	90.72	95
198	1209	77625	1.39	89.43	95
197	1210	76416	1.39	88.04	94
196	1367	75206	1.57	86.65	93
195	1401	73839	1.61	85.07	92
194	1415	72438	1.63	83.46	91
193	1476	71023	1.70	81.83	90
193	2046	69547	2.36	80.13	89
191	1573	67501	1.81	77.77	88
190	2133	65928	2.46	75.96	86
	1646		1.90	73.50	85
189		63795	1.99		
188	1728	62149		71.60	83 81
187	1832	60421	2.11	69.61	
186	2595	58589	2.99	67.50	80
185	2567	55994	2.96	64.51	78
184	2058	53427	2.37	61.56	76
183	2688	51369	3.10	59.18	74
182	2131	48681	2.46	56.09	72
181	2127	46550	2.45	53.63	70
180	2213	44423	2.55	51.18	67
179	2285	42210	2.63	48.63	64
178	2317	39925	2.67	46.00	62
177	2250	37608	2.59	43.33	59
176	2338	35358	2.69	40.74	56
175	2327	33020	2.68	38.04	54
174	1584	30693	1.82	35.36	52
173	1533	29109	1.77	33.54	50

Preliminary Report Table 4. 2002-03 North Carolina High School Comprehensive Test Distribution of Scale Scores – Mathematics (continued)

NUMBER OF STUDENTS WITH	86,795	HIGH SCORE	226
VALID SCORES*	00,733	LOW SCORE	141
MEAN	179.9	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	198.94
DEVIATION	14.4	75	190.11
		50 (MEDIAN)	180.04
VARIANCE	207.4	25	169.65
		10	160.78

FREQUENCY DISTRIBUITON

	SCALE		CUMULATIVE		CUMULATIVE	1998 STATE
	SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
	172	1552	27576	1.79	31.77	47
	171	2295	26024	2.64	29.98	43
	170	2399	23729	2.76	27.34	40
	168	2317	21330	2.67	24.58	36
	167	2316	19013	2.67	21.91	33
	166	758	16697	0.87	19.24	31
	165	1569	15939	1.81	18.36	28
	164	2199	14370	2.53	16.56	26
	162	2082	12171	2.40	14.02	21
	161	1948	10089	2.24	11.62	18
	159	1722	8141	1.98	9.38	13
	158	1111	6419	1.28	7.40	11
	157	462	5308	0.53	6.12	10
	156	1330	4846	1.53	5.58	8
	155	1064	3516	1.23	4.05	6
	154	582	2452	0.67	2.83	4
	153	474	1870 .	0.55	2.15	3
	152	507	1396	0.58	1.61	2
	151	339	889	0.39	1.02	1
	150	245	550	0.28	0.63	1
	149	148	305	0.17	0.35	1
	148	55	157	0.06	0.18	1
LESS	THAN 148	102	102	0.12	0.12	. 1

Table 5. 2002-03 North Carolina High School Comprehensive Multiple-Choice Test Results

Mean Scale Score by LEA - Reading

State Mean	Mean Score*	2003 LEA Performance
	178.3	Raleigh Charter HS**
	175.9	Gray Stone Day**

	172.9	Woods Charter**
	172.3	Chapel Hill-Carrboro City
	170.9	Thomas Jefferson**
	169.9	Watauga
	169.3	River Mill Academy**
	169.1	Clay
	168.9 168.7	Transylvania Wake

	168.3	Dare
	168.1 167.9	Alleghany, Henderson, Shelby City Mount Airy City
	107.9	
	167.5	Burke, Mooresville City, Yancey
	167.3	Ashe, Asheville City, Buncombe, Elkin City, Macon, New Hanover, Orange, Polk, Union
	167.1 166.9	Camden, Kings Mountain City Cabarrus, Johnston, Roanoke Rapids City
	166.7	Alexander, Kestrel Heights**, Moore
	166.5	Craven
	166.3	Haywood, Swain
	166.1	Chatham, Cherokee, Mitchell, Onslow, Winston-Salem/Forsyth
	165.9	Asheboro City, Carteret, Charlotte/Mecklenburg
	165.7 165.5	Caldwell, Madison, Pitt
2003 State	165.3	Davidson, Durham, East Wake Academy**, Hickory City, Jackson, Lincoln Clinton City, Guilford, Surry
2000 State	165.1	Avery, Brunswick, Catawba, Gates, Granville, Iredell-Statesville, McDowell, Pender, Wilkes
1999,2000,2001 State	164.9	Davie, Graham, Lee, Pamlico
	164.7	Alamance-Burlington, Gaston, Jones, Rowan-Salisbury
	164.5	Currituck, Rockingham, Stanly
	164.3	Cumberland, Kannapolis City, Newton-Conover City, Thomasville City
	164.1 163.9	Cleveland, Harnett, Hyde Wayne
	163.7	Elizabeth City/Pasquotank, Laurinburg Homework**, Montgomery, Person, Randolph, Rutherford,
	103.7	Stokes, Whiteville City
	163.5	Alpha Academy**, Richmond
1998 State	163.3	Rocky Mount Prep Sch**
	163.1	Duplin, Edenton/Chowan
	162.9 162.7	Nash-Rocky Mount, Perquimans, Sampson, Scotland, Tyrrell Franklin, Greene
	162.5	Lenoir, Yadkin
	162.3	Beaufort
	162.1	Cape Lookout Marine**, Hoke
	161.9	Columbus, Crossnore Academy**, Wilson
	161.7	Lexington City
	161.5 161.3	Washington Warren
	161.1	Anson, Caswell, Edgecombe, Laurinburg Charter**, Martin, Northampton, Vance
	160.5 160.3	Robeson, Weldon City Bladen
	159.9	Halifax, New Century School**
	159.5	Bertie
	159.3	Community Partners High**
	159.1	Lincoln Charter**
	158.7	Hertford
	156.5	Provisions Academy**
	154.7 	C.G. Woodson**
	152.5	Lakeside School**
	150.5	Wayne Co Tech Academy**
	146.9	Crossroads Charter**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}Data are not reported where number tested is fewer than five.

Table 6. 2002-03 North Carolina High School Comprehensive Multiple-Choice Test Results Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	2003 LEA Performance
	198.0	Raleigh Charter HS**
	 195.5	Gray Stone Day**
	191.0	Chapel Hill-Carrboro City
	190.0	Thomas Jefferson**
	187.5	Watauga
	186.5	River Mill Academy**
	185.5	Polk, Transylvania
	185.0	Dare, Mount Airy City, Wake
	184.5	Buncombe, Clay
	183.5	Alleghany, Graham, Henderson, Kestrel Heights**, Union, Woods Charter**
	183.0	Ashe, Burke, Haywood, Johnston, New Hanover, Roanoke Rapids City
	182.5	Alexander, Mooresville City
	182.0	Cabarrus, Catawba, Laurinburg Homework**, Macon, Perquimans
	181.5	Asheville City, Avery, Elkin City, Lincoln, Moore, Orange, Pitt, Shelby City, Surry, Winston-Salem/Forsyth,
		Yancey
	181.0	Caldwell, Carteret, Gates, Iredell-Statesville, Madison, Mitchell, Newton Conover City, Onslow, Stanly
	180.5	Asheboro City, Chatham, Cherokee, Craven, Currituck, Davidson, Hickory City, Kings Mountain City, Pender, Wilkes
2003 State	180.0	Camden, Charlotte/Mecklenburg, Guilford, Jackson, Lee, McDowell, Swain
	179.5	Durham, Harnett, Hyde, Kannapolis City, Pamlico, Thomasville City
	179.0	Alamance-Burlington, Cleveland, Clinton City, Davie, Gaston, Stokes
2001 State	178.5	Brunswick, Edenton/Chowan, Lenoir, Randolph, Rocky Mount Prep Sch**, Rowan-Salisbury, Scotland, Wayne
	178.0	Granville, Rutherford, Tyrrell, Yadkin
2000 State	177.5	Beaufort, Franklin, Rockingham, Sampson, Wilson
	177.0	Person, Richmond
1999 State	176.5	Martin, Montgomery, Whiteville City
	176.0	Cumberland, Nash-Rocky Mount
	175.5	Duplin, Greene
	175.0	East Wake Academy**, Washington
1998 State	174.5	Columbus, Elizabeth City/Pasquotank, Hoke, Jones
	174.0	Edgecombe, Robeson, Vance, Weldon City
	173.5	Anson, Bladen, Lexington City, Lincoln Charter**, Warren
	172.5	Bertie, Caswell
	172.0	Northampton
	171.0	Hertford
	170.5	Cape Lookout Marine**, Halifax
	170.0	Community Partners High**
	169.5	Alpha Academy**
	169.0	Provisions Academy**
	168.5	New Century School**
	167.0	C.G. Woodson**
	165.5	Crossnore Academy**
	165.0	Wayne Co.Tech Academy**
	164.0	Laurinburg Charter**
	 159.0	Lakeside School**
	158.0	Crossroads Charter**
	***	Grandfather Academy**, J.H. Baker Jr High**, Kennedy Charter**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

^{***}Data are not reported where number tested is fewer than five.

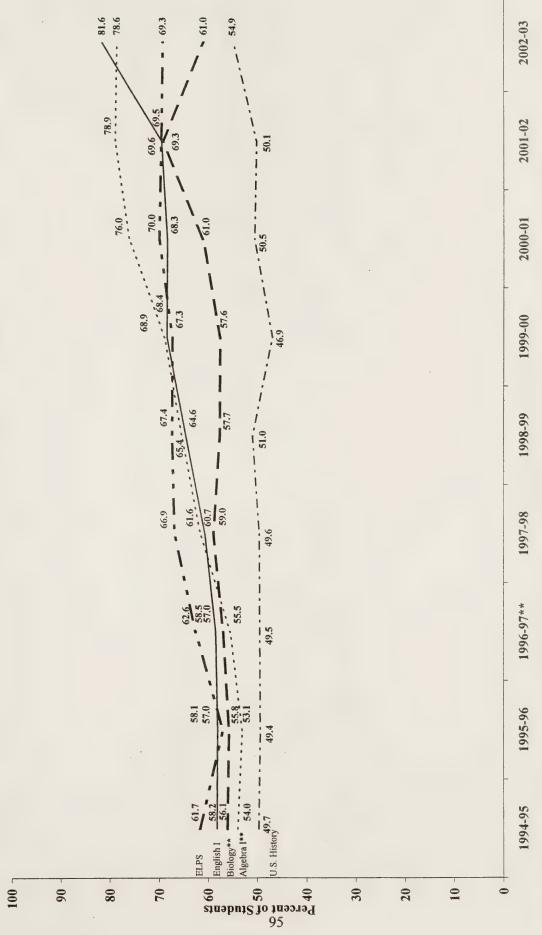
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report 2002-03

Preliminary End-of-Course Multiple-Choice Results

Figure 1. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III
by Course*

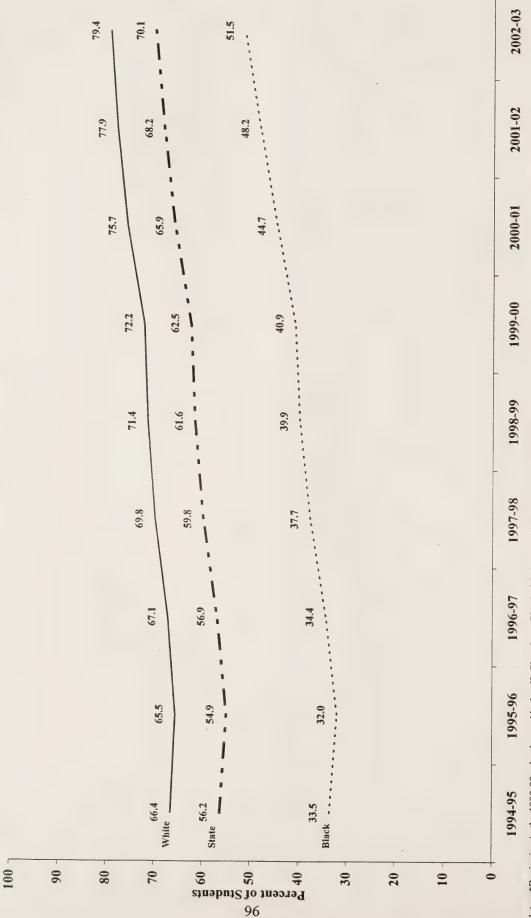


Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. **Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History) Figure 2. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students At or Above Level III Across the Five Core Courses* For Black and White Students Preliminary Report



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. **N counts equal the number of students tested across the five core courses for 2002-03; previous years are comparable.

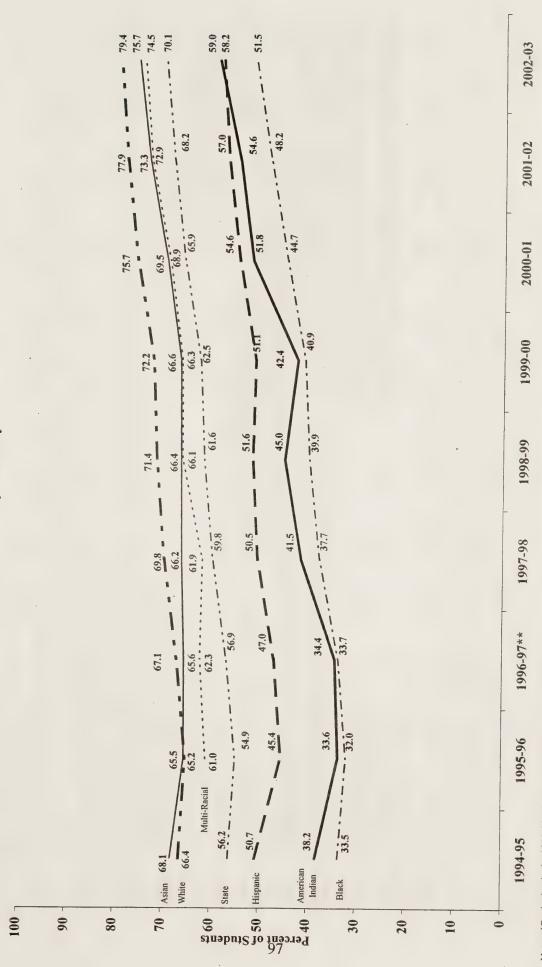
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state. Data received from LEAs and charter schools after August 27, 2003 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report

(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History) Figure 3. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students At or Above Level III Across the Five Core Courses* by Ethnicity



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99.

**Data for the 1996-97 Algebra I and Bioogy reflect changes made after publication of the 1996-97 Report Card.

***Other Exceptional Classification is no longer reported as a category starting in 2000-01.

****N counts equal the number of students tested across the five core courses for 2002-03; previous years are comparable. No scores are reported for groups with fewer than thirty students. The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state. Data received from LEAs and charter schools after August 27, 2003 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report

Table 1. 1985-86 to 2002-03 End-of-Course Multiple-Choice Test Results

Statewide Summary

	1985	98-586	19 <u>8</u>	1986-87	861	88-288	198	1988-89	198	06-6861	1661	16-0661
	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹
	Average Core ²		Average Core ²		Average Core ²		Average Core ²		Average Core ²		Average Core ²	
Algebra I 1985-86	63,33 <u>0</u> 37.7	67.8%	39.2	69.1%	39.2	70.5%	39.8	73.2%	59,085	72.3%	60,988	77.7%
Algebra II 1986-87		Field Test	36,633	39.6%	36,414	39.0%	35,132 37.6	39.8%	35,310 37.4	41.7%	35,828	43.6%
Biology 1986-87		Field Test	38.0	88.5%	39.0	87.5%	72,898 39.2	86.0%	<u>72,329</u> 40.4	87.9%	71,665	87.7%
Chemistry 1988-89						WWWWWW	33,35 <u>2</u> 37.5	37.8%	32,801	38.7%	33,518 40.1	40.8%
ELPS 1990-91										WWWWWW	76,593	97.6%
English I 1989-90								HIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	73,768 64.3	90.3%	72,023	91.8%
Geometry 1988-89						Field Test	43,325	51.1%	43,654	53.1%	38.8	54.2%
Physical Science 1990-91										Field Test	<u>63,962</u> 39,9	81.5%
Physics 1989-90								WWWWW	38.3	11.5%	39.4	11.5%
U.S. History 1987-88				Field Test	39.9	78.0%	<u>66,862</u> 42.0	75.8%	64.519	76.2%	<u>65.767</u> 40.1	80.0%

Notes: ""Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report

Table 1. 1985-86 to 2002-03 End-of-Course Multiple-Choice Test Results

Statewide Summary (continued)

	Participation Index ¹	Standard Deviation	95.8%		91.8% 8.8		9.5%	8.8				80.7%
86-2661			95.		91.8	<u> </u>	68	100		14		80.8
1	Number Tested	Average Scale Score	83,124 57.0		78,804		77,348 54.8	88,307				56.3
-97	Number Participation Tested Index ¹	Standard Deviation	95.0%	+	92.0%		93.4%	100.0%				79.9%
1996-97	Number Tested	Average Scale Score	83,777		<u>78,723</u> 55.9		82,611 53.8	89,500 53.2				68,613
96-5661	Number Participation Tested Index ¹	Standard Deviation	96.6% 9.7	15	90.5%		96.5%	99.8% 8.9				78.4%
19	Number Tested	Average Core	82,635		<u>77,420</u> 55.5	18 P	43.4	85,411 53.1				56.3
1994-95	Participation Index ¹	Standard Deviation	94.0%	55.3%	N/A 8.7	48.4%	97.8%	N/A 8.9	66.4%	77.3%	13.4%	N/A 8.3
19	Number Tested	Average Core	80,370 54.7	44,928 38.3	62,480 55.5	39,289	83,597 44.0	67,748 53.1	55,657 38.6	<u>66,106</u> 42.9	10,935	<u>53,160</u> 56.2
1993-94	Participation Index ¹	Standard Deviation	N/A 9.1	51.9%	92.2% 10.6	47.0%	97.0% 11.3	97.5%	66.4%	78.5%	13.8%	80.5%
19	Number Tested	Average Core	69,162 55.1	<u>42,497</u> 37.6	39.9	38,462	43.4	81,685	53,932 38.6	<u>65,777</u> 40.2	10,803 39.7	65,872
1992-93	Participation Index ¹	Standard Deviation	86.4% 9.6	49.6%	92.6%	45.1%	97.4% 11.5	93.8%	60.1%	77.6%	13.2%	80.0% 9.7
61	Number Tested	Average Core ³	39.9	38,909	75,748 40.0	35,738 40.1	43.7	76,183	38.8	63,036	10,754 39.5	63,034
1991-92	Participation Number Participation Index ¹ Tested Index ¹		81.2%	45.5%	91.5%	42.4%	%6.96	92.1%	59.4%	80.0%	12.2%	79.9%
199	Number Tested	Average Core	66,424	37,221	71,832	34,682 39.3	<u>79,313</u> 42.8	75,38 <u>1</u> 67.0	46,623 39.1	66,137	10,075 39.4	65,32 <u>9</u> 42.2
			Algebra I ² 1985-86	Algebra II 1986-87	Biology 1986-87	Chemistry 1988-89	ELPS 1990-91	English I ² 1989-90	Geometry 1988-89	Physical Science 1990-91	Physics 1989-90	U.S. History 1987-88

Notes: "Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight

²The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

changed from mean raw core scores to mean scale scores and are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean June 30th accountability year. Algebra I was first scaled in 1993-94; U.S. History, English I, Biology in 1994-95; Physical Science in 1995-96; and ELPS in 1996-97. Bold vertical lines between years indicate that the scores scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-coures multiple-choice tests were administered as a local option and are not included in this The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1st to report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program

Table 1. 1985-86 to 2002-03 End-of-Course Multiple-Choice Test Results Statewide Summary (continued)

	1998	1998-99	1999-00	00-	2000-01	0-01	2001-02	-02	2002-03	-03
	Number Tested	Percent Proficient	Number Tested	Percent * Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
	Average Scale Scale	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I 1985-86	58.0	65.4% 9.6	90,109	68.9%	93,000	76.0%	99,54 <u>2</u> 62.5	78.9%	107,032	78.6%
Algebra II 1986-87	48,956	<u>59.0%</u> 10.9	<u>52,451</u> 61.1	62.7% 11.0	<u>54,902</u> 63.8	73.0%	<u>59,013</u> 65.2	76.9%	65.8	78.8%
Biology 1986-87	<u>76,872</u> 56.0	<u>\$7.7%</u> 8.5	80,549	57.6% 8.5	82,026 56.8	61.0%	84,302 57.9	69.3%	<u>87,043</u> 56.6	61.0%
Chemistry 1988-89	<u>41,261</u> 57.8	8.8	42,605	62.0%	43,702	65.5% 8.7	43,737	70.6%	42,636	74.2%
ELPS 1990-91	77,740 55.0	9.0	<u>78,992</u> 55.1	8.9	90,209	70.0%	95,817 55.6	69.5% 8.7	90,090	69.3%
English I 1989-90	89,679 54.5	64.6% 8.7	93,434	68.4%	94,707 55.4	68.3%	97,662	69.6% 8.4	99,311	81.6%
Geometry 1988-89	<u>60,764</u> 58.4	<u>58.4%</u> 9.9	64,57 <u>2</u> 59.1	0.01	65,480 59.8	63.9%	69,139 60.5	66.3% 9.1	72,003 61.2	69.4%
Physical Science 1990-91	<u>67,397</u> 54.5	9.0	<u>67,066</u> 54.9	8.7	39 <u>,182</u> 55.5	8.7	39.783 55.8	61.5% 7.9	46,485	63.9%
<u>Physics</u> 1989-90	56.8	72.0%	57.1	72.9%	10,948 57.0	8.5	11,551 60.7	9.2	10,727 60.6	83.4%
U.S. History 1987-88	70,187 56.6	51.0% 8.3	<u>70,930</u> 55.8	46.9% 8.3	73,742	<u>\$0.5%</u> 8.4	77,527 56.4	<u>50.1%</u> 8.3	78,82 <u>6</u> 57.4	<u>54.9%</u> 8.4

Notes: *Beginning with the data from 1998-99, "Percent Proficient" is reported instead of the "Participation Index."

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 2. 2001-02 to 2002-03 End-of-Course Multiple-Choice Test Results Comparison of Percent of Students At or Above Achievement Level III, **Preliminary Report** by Ethnicity

		2002-03	White	86.4	84.8	73.2	80.8	80 6	88.8	81.2	74.3	87.3	64.5
		2001-02	White	9.98	83.1	80.3	77.4	\$08	79.4	77.9	72.4	88.2	59.7
	2002-03	Multi-	Racial	9.62	79.0	66.1	73.2	746	85.2	68.9	63.1	88.9	59.2
vel III	2001-02	Multi-	Racial	81.3	78.0	77.1	68.2	737	73.7	66.4	63.3	9.08	54.4
ment Le		2002-03	Hispanic	72.4	75.2	46.3	65.2	53.2	64.5	62.1	53.2	76.3	45.1
Percent of Students At or Above Achievement Level III		2001-02	Hispanic	74.2	71.4	55.9	62.0	7.55	52.6	57.3	53.1	81.8	39.9
r Above		2002-03	Black	63.3	61.5	36.0	52.4	28	0.69	41.7	44.7	60.5	32.6
nts At 01		2001-02	Black	62.7	57.7	45.2	48.1	48.1	51.4	37.4	41.4	62.9	7.72
of Stude		2002-03	Asian	86.7	85.3	68.3	78.9	70.9	85.7	7.77	68.8	86.3	63.6
ercent (2001-02	Asian	85.9	85.0	74.4	76.0	70.5	74.3	74.8	67.4	84.5	55.7
F	2002-03	2001-02 2002-03 American American	Indian	72.1	70.0	47.5	9.99	59.7	67.0	57.9	54.0	69.7	43.7
	2001-02	American	Indian	69.5	8.69	58.5	60.1	52.3	50.5	51.0	51.4	9.29	38.0
		2002-03	State	78.6	78.8	61.0	74.2	69.3	81.6	69.4	63.9	83.4	54.9
		2001-02	State	78.9	6.97	69.3	70.6	69.5	9.69	66.3	61.5	84.4	50.1
		Standard	Deviation	9.8	10.2	7.8	8.2	7.8	7.6	9.0	7.8	9.4	8.4
2002-03	Mean	Scale	Score	62.5	65.8	56.6	6.09.	55.6	57.7	61.2	56.2	9.09	57.4
		Number	Tested	107,032	61,447	87,043	42,636	060'06	99,311	72,003	46,485	10,727	78,826
			Course	Algebra I	Algebra II	Biology	Chemistry	Economic, Legal, and Political Systems	English I	Geometry	Physical Science	Physics	U.S. History

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina Testing Results, Preliminary Report, 2002-03

Table 3. 1999-00 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students by Achievement Level, by Course and Gender (Algebra I, Algebra II, and Geometry) Preliminary Report

					-		1		1		-		1		1		-				-				
		1999-00 Algebra I	9-00 ora I	2000-01 Algebra I	01 ra I	2001-02 Algebra I)2 a I	2002-03 Algebra		1999-00 Algebra II	00 a II	2000-01 Algebra II	01 a II	2001-02 Algebra II	02 1 III	2002-03 Algebra II		1999-00 Geometry		2000-01 Geometry	1 vi	2001-02 Geometry	22 tr	2002-03 Geometry	03 try
Level	Gender		%	N.	%	N	%	N.	0	Z ₁	%	Z	%	Z	%	z	-	Z	-	Z.	%	z	%	z	%
Achievement	Male	4,708	10.5	1,621	3.5	1,579	3.2	1,707	3.2	2,175	9.1	999	2.6	595	2.2	514	8	2,733	9.1	1,368	4.5	1,307	4.0	1,287	3.8
Level I	Female	3,436	7.6	1,330	2.8	1,113	2.2	1,210	2.2	2,560	0.6	708	2.4	599	1.9	490	1.5	3,490	10.1	1,709	4.9	1,687	4.6	1,488	3.9
Achievement	Male	9,904	22.1	10,051	21.8	165,6	19.6	10,727	20.2	6,616	Z7.7	6,044	23.8	5,582	20.5	5,467	19.4	8,506	28.3	8,510	27.8	8,391	26.0	7,892	23.6
Level II	Female	10,012	22.1	9,299 19.8	19.8	8,710	17.2	9,269	17.2	8,238	28.8	7,430	25.1	6,873	21.6	9/2'9	19.8	11,084	32.1	12,023	34.5	11,883	32.3	11,333	29.4
Achiovomont	Male	16,953 37.8	37.8	19,736 42.8	42.8	19,236 39.4		20,827	39.2	8,391	35.2	9,832	38.8	10,126	37.2	10,579	37.4	37.4 11,029 36.6		13,114	42.8	13,655	42.3	14,051	42.0
Tevel III	Female	18,017 39.8	39.8	21,714 46.3	46.3	21,799	43.0	22,965	42.6	10,464	36.6	12,310	41.7	12,906	40.6	13,470	40.6	12,492	36.2	14,445	41.5	15,097	41.0	15,920	41.3
															+										
Achievement	Male	13,269 29.6	29.6	14,709	31.9	18,435	37.7	19,846	37.4	6,667	28.0	8,813	34.8	10,912	40.1	11,690	41.4	7,825	26.0	7,663	25.0	8,946	27.7	10,258	30.6
Level IV	Female	13,809 30.5	30.5	14,540	31.0	19,079	37.6	20,479	38.0	7,339	25.7	860'6	30.8	11,420	35.9	12,660	38.1	7,412	21.5	6,648	19.1	8,173	22.2	9,774	25.4
Percent At or	Male	30,222 67.4	67.4	34,445 74.7	74.7	37,671 77.1		40,673	16.6	76.6 15,058 63.1	<u> </u>	18,645	73.5	21,038	77.3	22,269	78.8	78.8 18,854 62.7		7777	8.79	22,601	70.0	24,309 72.6	72.6
III²	Female	Female 31,826 70.3	70.3	36,254 77.3	77.3	40,878 · 80.6		43,444	80.6	.6 17,803	62.2	21,408	72.5	24,326	76.5	26,130	78.7	19,904	57.7	21,093	9.09	23,270	63.2	25,694	66.7
		-z	%	Z	%	Z	%	Z	%	Z	%	Z	%	Z	%	Z	%	Z	%	z	%	z	%	z	%
State	Male	44,834 49.8	49.8	46,117 49.6	9.64	48,841 49.1	49.1	53,107 49.6		23,849 45.5	45.5	25,355 46.2	46.2	27,215 46.1	46.1	28,250 46.0	46.0	30,093 46.6	9.94	30,655 46.8	46.8	32,299 46.7	46.7	33,488 46.5	46.5

38,515 53.5

36,840 53.3

34,825 53.2

33,196 54.0 34,478 53.4

31,798 53.9

29,546 53.8

53,923 50.4 28,601 54.5

50,701 50.9

50.4

46,883

45,274 50.2

Female

Results

Notes: ""N" is the number of students who took an end-of-course test in the indicated subject.

² "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report

Table 4. 2002-03 End-of-Course Multiple-Choice Test Results

Percent of Students by Achievement Level,
by Course and Gender
(Biology; Chemistry; Economic, Legal, and Political Systems;
English I; Physical Science; Physics; and U.S. History)

						Economic, Legal, and Political	, Legal,								
		Biology	x,	Chemistry	stry	Systems	su	English I	sh I	Physical Science	Science	Physics	ics	U.S. History	story
Level	Gender	N ¹	%	Z	%	Z ₁	%	Z	%	Z	%	Z	%	Z	%
Achievement	Male	4,780	1.1	1,070	5.7	3,844	9.8	2,989	0.9	1,336	5.7	117	1.9	4,523	11.7
Level I	Female	4,299	8.6	1,390	5.8	3,174	7.0	1,145	2.3	1,122	4.9	193	4.2	5,520	13.7
Achievement	Male	11,274	26.2	3,315	17.6	9,419	21.0	8,480	17.0	969'9	28.4	089	11.2	11,456	29.6
Level II	Female	13,628	30.9	5,215	21.9	11,217	24.8	5,663	11.5	7,612	33.3	792	17.1	14,083	35.1
Achievement	Mole	757 01	15.3	7 145	37.0	755 71	27.0	21.046	0.44	10.775	2 24	0000	, 00	112 61	2 2 0
Level III	Female		46.0	9,879	41.5	18,309	40.4	21,413		10,807	47.2	2,126	45.8	13,714	34.1
Achievement	Male	7 476	17.4	7 374	38.8	14 956	33.4	16 477	33.0	4 707	203	2 902	47.7	090 8	73.7
Level IV	Female	5,857	13.3	7,298	30.7	12,615	27.8	21,198	42.9	3,340	14.6	1,527	32.9	6,859	17.1
Percent At or	Male	26,932	62.7	14,469	76.7	31,512	70.4	38,423	77.0	15,572	0.99	5,292	86.9	22,671	58.7
Above Level III2	Female	26,130	59.3	17,177	72.2	30,924	68.2	42,611	86.2	14,147	61.8	3,653	78.8	20,573	51.2
															17
		Z	%	z	%	Z	%	Z	%	Z	%	Z	%	Z	%

	-	_		1
0/0	?	49.0	51.0	The second secon
	-	38,650	40,176	
70	1	56.8	43.2	
LZ	-	6,089	4,638	
%	1	50.8	49.2	
Z	:	23,604	22,881	
%	?	50.2	49.8	
ž	:	49,892	49,419	
%	2	49.7	50.3	
z	:1	44,775	45,315	
%	1	44.2	55.8	
z		18,854	23,782	The state of the s
%	?	49.4	9.09	The state of the s
Z	:	42,986	44,057	The same of the sa
		Male	Female	The same of the sa
		State	Results	

Notes: ""N" is the number of students who took an end-of-course test in the indicated subject.

² "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets. Due to rounding, gender categories in some subjects may not add to 100.0 percent.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 5. 2002-03 End-of-Course Goal Summary Report Algebra I

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
ALGEBRA 1	62.5	107,032	80	
GOAL 1: Operations on real numbers and polyn	omials.		36	63.3
Obj 1.1: Operate with real numbers.			12	56.6
Obj 1.2 Operate with polynomials.			12	64.3
Obj 1.3: Factor polynomials.			12	69.1
GOAL 2: Solve problems in a geometric context	t.		12	53.5
Obj 2.1: Formulas/algebraic expressions to solv	ve problems.		6	53.6
Obj 2.2: Express algebraically various geometr	ic patterns.		6	53.3
GOAL 3: Graph and use relations and functions	to solve problems.		168	53.1
Obj 3.1: Translate words to expressions/equation	ons.		6	51.7
Obj 3.2: Properties of data in tables, graphs, eq	uations.		12	63.9
Obj 3.3: Distinguish relations vs. functions, ind	lependent.			
vs. dependent variables, domain vs. ra			12	47.3
Obj 3.4: Graph/interpret in the context of the pr	roblems on			
the coordinate plane.			15	57.3
Obj 3.5: Slopes of linear relationships to solve			18	53.1
Obj 3.6: Write equation of and graph linear rela			18	54.0
Obj 3.7: Effects of changes in slope/intercepts	on the graph			
and equation of a line.			18	47.3
Obj 3.8: Use linear equations/inequalities to so			18	52.5
Obj 3.9: Use linear equations or inequalities in	two variables			
to solve problems.			15	55.8
Obj 3.10: Graph quadratic equations.			12	55.2
Obj 3.11: Use quadratic equations to solve prob			12	49.7
Obj 3.12: User formulas/graphs with exponentia	al functions.		12	49.8
GOAL 4: Collect/interpret data to solve problem	ns.		24	56.0
Obj 4.1: Use matrices to display and interpret d			6	61.7
Obj 4.2: Identify linear and non-linear data.			6	54.3
Obj 4.3: Use linear models based on real data.			12	53.9
NUMBER OF A STUDENTS (В С			
	35,623 35,651			
=======================================	55,025 55,051			

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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Preliminary Report Table 6. 2002-03 End-of-Course Goal Summary Report Algebra II

Sc	ale Score Mean	Number of Observations	# of Items	Mean Percent Correct
ALGEBRA 2	65.8	61,447	60	
GOAL 1: Operations with numbers and polynomials to so	lve problem	ie.	32	45.9
Obj 1.1: Operate with numbers.	ive problem	ω.	12	47.7
Obj 1.2: Operate with algebraic expressions.			20	44.8
COAL 2. Describe assessed from 1.1.	1:1		10	(2.2
GOAL 2: Describe geometric figures algebraically in coor		2.	12	62.2
Obj 2.1: Write equations in standard form of circles and	parabolas.		8	63.8
GOAL 3: Graph and use relations and functions to solve p	roblems.		160	51.5
Obj 3.1: Describe graphically, algebraically, and verbally				
world phenomena as functions; identify the inde	ependent			
and dependent variables.			8	36.8
Obj 3.2: Translate among graphic, algebraic, and verbal				
representations of relations.			8	55.1
Obj 3.3: Graph relations/functions and find zero of functions	ions.		8	72.1
Obj 3.4: Find the composition and inverse of functions.	1.1		8	60.6
Obj 3.5: Use quadratic equations and inequalities to solve			20	49.5
Obj 3.6: Find and interpret the maximum and minimum vintercepts of a quadratic function.	values and		0	20.4
			8	39.4
Obj 3.7: Use polynomial equations (to 4th degree) to solv Obj 3.8: Find zeros, intercepts, and approximate turning		•	8	68.6
polynomial functions.	points of		8	40.2
Obj 3.10: Use rational equations to solve problems.			8	41.7
Obj 3.11: Use equations with radical expressions to solve	problems		8	58.8
Obj 3.12: Use systems of two or more equations to solve			16	56.3
Obj 3.13: Use systems of three or more inequalities to sol			8	38.3
Obj 3.14: Use equations and inequalities with absolute va		,	· ·	
solve problems.			8	50.3
Obj 3.15: Write and graph exponential functions.			. 8	44.1
Obj 3.16: Recognize as inverses the exponential and logar	rithmic			
functions.			8	63.2
Obj 3.17: Use logarithmic/exponential functions to solve	problems.		16	47.0
GOAL 4: Collect, organize, and interpret data with function	one of			
best-fit and matrices to solve problems.	0115 01		36	46.8
Obj 4.1: Use equations of curves (linear, exponential, qua	adratic)		50	40.0
which models a set of data.	actio)		8	37.9
Obj 4.2: Find equations of the curve of best fit (linear,			· ·	31.7
exponential, quadratic) for a set of data.			8	40.0
Obj 4.3: Use exponential equations with rate of growth or	decay to			
solve problems.	, , ,		8	46.7
Obj 4.4: Operate with matrices to solve problems.			12	57.5
NUMBER OF A B C	D			
STUDENTS TAKING FORM 20,524 20,432 102	20,389			

Preliminary Report Table 7. 2002-03 End-of-Course Goal Summary Report Biology

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
BIOLOGY	56.6	87,043	88	***************************************
COAL 1 II Instant about a bounded and as	111 bi. of 1ife		102	49.3
GOAL 1: Understand physical, chemical, and cel			24	48.1
Obj 1.1: Matter-energy relationships of living/n			24	46.4
Obj 1.2: Describe the structure and function of o			12	56.2
Obj 1.4: Importance of water to cells; transport	into/out of cells		12	55.4
Obj 1.5: Structure and function of enzymes	hia maamimatian		12	
Obj 1.6: Bioenergetic reactions: aerobic/anaerol photosynthesis, chemosynthesis	oic respiration,		24	48.3
photosynthesis, enemissynthesis				
GOAL 2: Continuity of life and changes in organ	nisms over time		162	50.2
Obj 2.1: Molecular basis of heredity/DNA; prot	ein synthesis		24	51.4
Obj 2.2: Characteristics of asexual and sexual re	eproduction		24	43.0
Obj 2.3: Use laws of probability to predict inher	ritance patterns		30	46.1
Obj 2.4: DNA technology and forensics, medici			24	56.1
Obj 2.5: Role of genetics and environment in he			18	54.5
Obj 2.6: Examine the development of the Theor				
origins of life, patterns, variation, natur			42	51.5
GOAL 3: Understand the unity and diversity of l	ifo		96	54.8
Obj 3.1: Variety of living organisms and evolut			18	64.3
Obj 3.2: Classify organisms according to curren			18	56.5
Obj 3.3: Form and function of organisms (plant			30	46.3
Obj 3.4: Compare/contrast characteristics of ma			18	51.3
Obj 3.5: Factors that influence growth/developm			12	64.3
			102	53.7
GOAL 4: Understand ecological relationships of			102	33.7
Obj 4.1: Interrelationships of organisms, popula	mons,		18	61.2
communities, ecosystems, biomes			24	38.6
Obj 4.2: Cycling of matter: water, carbon, and r			24	59.1
Obj 4.3: Explain the flow of energy through eco			12	52.8
Obj 4.4: Describe successional changes in ecosy			12	22.0
Obj 4.5: Human activities that influence/modify			24	58.2
global warming, human population gro	win, pesticides		21	50.2
GOAL 5: Behavior of organisms resulting from l			60	55.8
Obj 5.1: Survival of organisms and suitable ada	ptations to			
environmental pressures			18	60.4
Obj 5.3: Types of animal behaviors (ex. taxis, re			12	70.2
Obj 5.4: Biological clocks and rhythmic behavior			12	47.2
Obj 5.5: Evolution of behavioral adaptations; po	opulation survivals		12	53.2
NUMBER OF A B C	D E			
STUDENTS				
TAKING FORM 102 79 74	28,982 28,890			

Preliminary Report
Table 8. 2002-03 End-of-Course Goal Summary Report
Chemistry

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
CHEMISTRY	60.9	42,636	88	
GOAL 1: Understand the structure and properties	of matter		144	48.3
Obj 1.1: Summarize the development of current a			12	46.2
Obj 1.2: Nature of atomic structure (ex. protons,			12	70.2
electrons, atomic mass, atomic number,			24	52.2
Obj 1.3: Apply the language and symbols of cher			24	51.4
Obj 1.4: Identify substances using their physical	nronerties (ev		24	51.7
melting/boiling points, density, color, so			18	47.2
Obj 1.5: Atomic nucleus, radioactive isotopes and	their application		24	47.3
Obj 1.6: Kinetic molecular theory: Ideal Gas Equ		ene.	24	47.5
Law, Graham's Law, Dalton's Law of Pa		45	24	48.1
Obj 1.7: Compound structure relating bonding/m			24	40.1
			1.0	42.0
chemical/physical properties (ionic/cova	ient/metallic bonds)	18	42.9
COAT 2. Understand the manufacture of the minter			106	50.6
GOAL 2: Understand the regularities of chemistry			186	50.6
Obj 2.1: Use the Periodic Table and analyze the p	periodic nature of		2.0	45.0
the chemical properties of elements			30	47.9
Obj 2.2: Analyze the mole concept and Avogadro				
to molecule, mass to moles, gas volume			30	59.8
Obj 2.3: Identify and balance various types of che			42	55.0
Obj 2.4: Calculate quantitative relationships in ch			36	46.2
Obj 2.5: Indicators of chemical reactions: formati				
evolution of gases, color change, absorpt			24	60.1
Obj 2.6: Electron transfers in oxidation/reduction	reactions: identify			
oxidizing/reduction agents and their prac-	ctical applications		24	31.5
COAL 2. Duild on understanding of angus above	i1i		102	50.0
GOAL 3: Build an understanding of energy change			102	50.8
Obj 3.1: Changes (emission/absorption) in electron			1.0	42.0
hydrogen atom (electromagnetic radiation			18	43.9
Obj 3.2: Energy conservation and transformation		ns	24	46.9
Obj 3.3: Compare/contrast the nature of heat and			24	57.5
Obj 3.4: Calorimetric measurement and energy in			24	53.0
Obj 3.5: Energy transfer and disorder in the university	erse		12	50.9
GOAL 4: Build an understanding of equilibrium as	nd kinetics		96	43.7
Obj 4.1: Dynamics of physical and chemical equi			18	53.5
Obj 4.2: Factors that alter the equilibrium in a che			24	27.8
Obj 4.2. Pactors that after the equinoritain in a cite Obj 4.3: Reaction rates and factors that influence			24	47.2
			30	
Obj 4.4: Nature, behavior, concentration and stren	igii iii acius/bases		30	47.9
NUMBER OF C. W.	T 77			
NUMBER OF G H I STUDENTS	J K			
	14,196 3,852			
17111110 1 Oldvi / 10,570 1	11,170 3,032			

Preliminary Report Table 9. 2002-03 End-of-Course Goal Summary Report Economic, Legal, and Political Systems

	Number of Observations	Number of Items /Area	Mean Scale Score**
The 1997 State Average of 53.8 is the point of comparison for Economic, Legal, and Political Systems Scale Scores.	90,090	100/99/98*	55.6
GOAL 1: Awareness and understanding of issues and problems confronting the American economic, legal, and political systems.		28	52.2
GOAL 2: Knowledge of the rights and an understanding of the obligations of responsible citizenship.		32	52.4
GOAL 3: Understand how and why individuals and groups make economic decisions.		30	53.8
GOAL 4: Features of the United States economic system.		33	53.2
GOAL 5: Factors influencing the United States economy.		34	54.1
GOAL 6: Understand the function and importance of the North Carolina and United States' constitutions.		32	54.7
GOAL 7: Know the structure and functions of local, state, and national governments and understand their relationships.		30	53.8
GOAL 8: Understand why laws are needed and how they are enacted, implemented, and enforced.		33	54.2
GOAL 9: Understand how political and legal systems provide for balancing competing interests and resolving conflicts.		30	54.1
GOAL 10: Understand the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems.		15	54.0
Economics		157	54.5
Law and Government		140	56.1
NUMBER OF A F G STUDENTS			
TAKING FORM 30,151 29,947 29,992			

Notes: *Form A contains 100 scored questions. Form F has 99 and form G has 98.

**The "Mean Scale Score" accounts for the difficulty in each set of items for each goal. Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 10. 2002-03 End-of-Course Goal Summary Report **English I**

	Scale Score Mean*	Number of Observations	# of Items	Mean Percent Correct
ENGLISH 1	57.7	99,311	72	
GOAL 1: Express reflections and reactions to text and personal experiences	print and non-print			
** Obj 1.1: Narrate personal experiences that o	ffer: scenes and			
incidents located in place/time, vivi	id impressions of			
being in setting, sense of narrator's			5	71.8
GOAL 2: Explain meaning, describe processe	s, and answer research			
questions to inform an audience				
* Obj 2.1: Demonstrate the ability to read and				
explanatory texts: comprehension o			21	50.7
summarize major steps, determine	clarity and accuracy of	text	21	58.7
GOAL 3: Examine argumentation and develop	p informed opinions		9	69.5
Obj 3.1: Study argument by examining: rele	vant reasons and			
evidence; style, tone, and use of lang				
rhetorical strategies that support pro				
social, historical, or cultural influence	ces and biases		5	68.1
Obj 3.3: Support that informed opinion using	g: relevant reasons;			
evidence (experience or facts); appro				
awareness of possible concerns, cou	nterarguments		3	70.2
GOAL 4: Create and use standards to critique	communication		19	56.0
Obj 4.2: Read and critique various genres by:	using preparation.			
engagement and reflection strategies;				
evaluate aspects of work or work as				
impact of different stylistic and litera	ary devices .		17	57.3
GOAL 5: Understand various literary genres, c	concepts, elements			
and terms **Obj 5.1: Read and analyze various literary we	orks		79	64.0
GOAL 6: Apply conventions of grammar and l	language usage		83	69.1
Obj 6.1: Understand conventional written and	l spoken expressions		41	68.9
Obj 6.2: Discern and correct errors in spoken	and written			
English			42	68.9
NUMBER OF A B	С			
STUDENTS				
TAKING FORM 33,201 33,038	33,072			

Notes: * The "Mean Scale Scores" accounts for the difficulty in each set of items for each goal.

**All tested items for goals 1, 2, and 5 belong to one objective. Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 11. 2002-03 End-of-Course Goal Summary Report Geometry

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
GEOMETRY	61.2	72,003	72	
GOAL 2: Use properties of geometric figures to solv	ve problems and			
write proofs	•		248	60.5
Obj 2.3: Find the length and midpoint of a segment	t in two or			
three dimensions to solve problems			12	72.0
Obj 2.5: Use the structure (definitions, postulates, t	theorems.			
properties) of deductive reasoning to solve			12	67.3
Obj 2.7: Write direct and indirect proofs	¥		12	62.8
Obj 2.8: Use properties, definitions, and theorems	of angles			
and lines to solve problems and write prod			24	72.1
Obj 2.9: Use properties, definitions, and theorems			16	52.8
Obj 2.10: Identify and model regular and non-regul			8	67.6
Obj 2.11: Use coordinate geometry to confirm prop		S	16	63.7
Obj 2.12: Properties of quadrilaterals to solve probl			12	59.0
Obj 2.13: Properties of triangles: similar, congruent		5	12	37.0
equilateral triangles; relationships of corr				
	esponding parts		24	62.2
of triangles; altitudes, bisectors, medians	nalas, saamant		24	02.2
Obj 2.14: Properties of triangles: interior/exterior at			12	70.1
joining midpoints of sides; segments divi			12	70.1
Obj 2.15: Properties of right triangles: geometric m		l		
Theorem and its converse; special right tr	nangles,		20	<i>57</i> 0
definitions of sine, cosine, and tangent			28	57.8
Obj 2.16: Properties of circles: definition of circle;				
circle, center, radius length; congruent an			2.4	40.5
circles, and their common tangents; inscri			24	49.5
Obj 2.17: Properties of circles: arcs and angles; cho	rds, tangents,			60.4
secants, and radii of a circle		•	12	62.4
Obj 2.19: Use formulas to solve problems related to				
circumference, areas, surface area of geor				
figures, and ratios of these parts of simila			20	50.6
GOAL 3: Solve problems with geometric figures on		ne	28	47.3
Obj 3.1: Use slopes to determine if two lines are pa	arallel or			
perpendicular			8	48.5
Obj 3.2: Write the equation of a line parallel or per	pendicular to			
a give line through a point			8	41.5
Obj 3.3: Transform polygons in the coordinate plan	ne; describe			
transformation in simple algebraic terms.			12	50.4
GOAL 4: Use geometric figures to solve problems v	with probability		12	54.6
TOAL 4. Use geometric rightes to solve problems v	viai probability		12	J4.0
NUMBER OF A B C	D			
STUDENTS				
TAKING FORM 16,025 24,020 8,225	23,733			

Preliminary Report Table 12. 2002-03 End-of-Course Goal Summary Report Physical Science

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
PHYSICAL SCIENCE	56.2	46,485	86	
GOAL 1: Construct an understanding of mechanics			48	54.6
Obj 1.1: Analyze uniform and accelerated motion Obj 1.2: Forces and their relationship to motion, Newt	on's Three		18	55.7
Laws of Motion			15	54.3
Obj 1.3: Analyze the conservation of energy and work			15	53.7
GOAL 2: Build an understanding of thermal energy			24	52.8
Obj 2.1: Relation of molecular motion to temperature/ Obj 2.2: Conservation of total amount of energy in a c			9	58.0
First Law of Thermodynamics			6	58.0
Obj 2.3: Second Law of Thermodynamics (heat will no	ot flow from			
cold to hot body)			9	44.2
GOAL 3: Construct an understanding of electricity and	magnetism		36	51.3
Obj 3.2: Electrical charging by friction, induction, or o			9	35.3
Obj 3.3: Direct current electrical circuits			9.	52.2
Obj 3.4: Magnetism and relation to movement of elect	rical charge		12	57.9
GOAL 4: Understand wave motion and the wave nature			15	53.1
Obj 4.1: Character of waves (wavelength/frequency/pe	eriod/amplitude	e)	9.	54.8
GOAL 5: Understand the structure and properties of ma	itter		54	48.0
Obj 5.1: Development of current atomic theory			9	41.0
Obj 5.2: Atomic structure (ex. protons, neutrons, electrons)			12	54.6
Obj 5.3: Radioactivity and its application as an energy Obj 5.4: Use physical properties in identifying substant			6	40.8
specific heat, melting point, boiling point)			9	45.4
Obj 5.5: Formation of simple inorganic compounds from			6	42.3
Obj 5.6: Periodic trends in elements physical/chemical	properties		12	54.9
GOAL 6: Understand regularities of chemistry			81	48.9
Obj 6.1: Common chemical reactions (ex. oxidation, re	eduction)		6	47.3
Obj 6.2: Identify reactants, products, and balance simp	le equations		18	57.2
Obj 6.3: Measure temperature, pressure, and volume o	f gases			
(Boyle's Law, Charles' Law)			9	38.6
Obj 6.4: Analyze aqueous solutions and solubility			21	54.2
Obj 6.5: Indicators of chemical change (ex. precipitate			15	47.8
Obj 6.6: Composition of strong/weak solutions of acid ex. degree of dissociation/ionization, pH, cond			12	36.9
NUMBER OF H I J STUDENTS				
TAKING FORM 15,563 15,452 15,470				

Preliminary Report Table 13. 2002-03 End-of-Course Goal Summary Report Physics

•	Physics			Mean
s	cale Score Mean	Number of Observations	# of Items	Percent Correct
PHYSICS	60.6	10,727	70	
GOAL 1: Build an understanding of physical motion		,	27	67.7
Obj 1.1: Velocity as a rate of change of position			6	79.7
Obj 1.2: Speed and velocity as scalar and vector quantiti	iec		6	54.9
Obj 1.2: Speed and velocity as scalar and vector quantity Obj 1.4: Acceleration as rate of change in velocity	103		6	75.9
Obj 1.4. Acceleration as rate of change in velocity Obj 1.5: Analyze graphically and mathematically the rel	lationships		U	73.9
among position, velocity, acceleration, and time			6	64.6
GOAL 2: Understand two-dimensional motion Obj 2.1: Projectile and circular two-dimensional motion	in a defined		15	53.8
frame of reference			6	54.4
GOAL 3: Understand forces Obj 3.1: Conditions required to maintain body in state of	f static		21	57.7
equilibrium			6	65.6
Obj 3.2: Nature and magnitude of gravitational forces (N	lewton's			
Law of Universal Gravitation)			6	44.6
Obj 3.4: Nature of centripetal forces			6	65.1
OAL 4: Understand Newton's Laws of Motion			21	64.9
Obj 4.1: Newton's 1st Law of Motion, The Law of Inertia	a		9	71.6
Obj 4.2: Newton's 2nd Law (force/mass of body produce		1)	6	68.1
Obj 4.3: Newton's 3rd Law (forces as interactions between		*)	6	51.5
OAL 5: Understand nature of mechanical energy			21	59.3
Obj 5.3: Principle of conservation of mechanical energy			6	64.8
Obj 5.4: Transfer of mechanical energy through work			9	47.9
OAL 6: Understand impulse and momentum			15	57.8
OAL 7: Understand wave motion and the wave nature of	f sound and	light	42	58.1
Obj 7.1: Character of waves (wavelength/frequency/perio			12	70.4
	od/ampmude	=)		
Obj 7.2: Behavior of waves in various media	: / C + :		6	57.7 52.5
Obj 7.3: Behavior of waves at media boundaries (reflecti	ion/refraction	1)	12	52.5
Obj 7.4: Analyze the diffraction of waves			6	49.5
OAL 8: Understand basic elementary principles of thern	nodynamics		12	65.4
Obj 8.2: Conservation of energy using First Law of Ther	modynamics		6	70.8
OAL 9: Understand static electricity	•		12	43.3
Obj 9.1: Coulomb's Law: inverse square relationship amo	ong force,			
charge, and distance			6	43.2
OAL 10: Understand direct current electrical circuits			24	64.4
Obj 10.1: Relationship among potential difference, curre	nt, and			
resistance in a direct current circuit Obj 10.2: Relationship among current, voltage, and			9	71.6
			0	50.0
resistance in series and parallel circuits			9	59.0
Obj 10.3: Nature of power in an electrical circuit			6	61.8
UMBER OF F G H TUDENTS AKING FORM 3,574 3,581 3,572 Data received from LEAs and charter schools after August 27				

Preliminary Report Table 14. 2002-03 End-of-Course Goal Summary Report U.S. History

	Number of Observations	Number of Items /Area	Mean Scale Score**
The 1995 State Average of 56.2 is the point of comparison for U.S. History Scale Scores.	78,826	100/99*	57.4
GOAL 1: Analyze elements in the American colonial experience that led to separation from England.		35	54.5
GOAL 2: Apply ideas of self-government as expressed in America's founding documents.		40	55.4
GOAL 3: Judge effectiveness of the institutions of the new nation in completing its independence (1781-1815).		30	54.4
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850.		49	55.5
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.		35	54.0
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries.		30	54.5
GOAL 7: Analyze the causes and effects of the United States' involvement in international affairs.		49	54.5
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s.		40	54.8
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era.		50	56.3
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century.		50	57.0
GOAL 11: Analyze changes in American political life in the last half-century.		50	55.9
GOAL 12: Evaluate the conduct of United States' foreign policy over the last half-century.		40	56.8
NUMBER OF S T V W X STUDENTS			
TAKING FORM 8,152 124 26,335 26,066 18,	149		

Notes: *Forms W and X contain 99 scored questions; the other forms have 100.

** The "Mean Scale Score" accounts for the difficulty in each set of items for each goal. Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 15. 2002-03 End-of-Course Distribution of Scale Scores Algebra I

NUMBER OF STUDENTS WITH	107,032	HIGH SCORE	96
VALID SCORES	107,032	LOW SCORE	31
MEAN	62.5	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	75.47
DEVIATION	9.8	75	69.31
		50 (<u>MEDIAN</u>)	62.32
VARIANCE	97.0	25	55.34
		10	49 73

FREQUENCY DISTRIBUTION

		TREQUENCY	13 HODO HON		
SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
SCORE	FREOUENCY	FREOUENCY	PERCENT	PERCENT	PERCENTILE
96	32	107032	0.03	100.00	99
95	19	107000	0.02	99.97	99
94	39	106981	0.04	99.95	99
93	39	106942	0.04	99.92	99
92	40	106903	0.04	99.88	99
91	96	106863	0.09	99.84	99
90	74	106767	0.07	99.75	99
89	169	106693	0.16	99.68	99
88	209	106524	0.20	99.53	99
87	105	106315	0.10	99.33	99
86	398	106210	0.37	99.23	99
85	324	105812	. 0.30	98.86	99
84	402	105488	0.38	98.56	99
83	437	105086	0.41	98.18	99
82	719	104649	0.67	97.77	98
81	870	103930	0.81	97.10	98
80	947	103060	0.88	96.29	97
79	1053	102113	0.98	95.40	97
78	1224	101060	1.14	94.42	96
77	2093	99836	1.96	93.28	95
76	1351	97743	1.26	91.32	94
75	1897	96392	1.77	90.06	93
74	2094	94495	1.96	88.29	91
73	2180	92401	2.04	86.33	90
72	2959	90221	2.76	84.29	88
71	2527	87262	2.36	81.53	86
70	3846	84735	3.59	79.17	83
69	3294	80889	3.08	75.57	80
68	2779	77595	2.60	72.50	77
67	4369	74816	4.08	69.90	74
66	3740	70447	3.49	65.82	70
65	3109	66707	2.90	62.32	67
64	4752	63598	4.44	59.42	63
63	4738	58846	4.43	54.98	59
62	3299	54108	3.08	50.55	55
61	4080	50809	3.81	47.47	51
60	4996	46729	4.67	43.66	46
59	4012	41733	3.75	38.99	42
58	3236	37721	3.02	35.24	38
57	4631	34485	4.33	32.22	34
56	2362	29854	2.21	27.89	30
55	4578	27492	4.28	25.69	26
54	2260	22914	2.11	21.41	23
53	2890	20654	2.70	19.30	20
52	2957	17764	2.76	16.60	17
51	2627	14807	2.45	13.83	14
50	1923	12180	1.80	11.38	12
49	1727	10257	1.61	9.58	10
48	1683	8530	1.57	7.97	8
47	1543	6847	1.44	6.40	6
46	1311	5304	1.22	4.96	5
					,

Preliminary Report Table 15. 2002-03 End-of-Course Distribution of Scale Scores Algebra I (continued)

NUMBER OF	105.000	<u>HIGH SCORE</u>	96
STUDENTS WITH VALID SCORES	107,032	LOW SCORE	31
MEAN	62.5	2003 STATE	SCALE
		<u>PERCENTILES</u>	SCORE
STANDARD		90	75.47
DEVIATION	9.8	75	69.31
		50 (<u>MEDIAN</u>)	62.32
VARIANCE	97.0	25	55.34
		10	49.73

FREQUENCY DISTRIBUTION

:	SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
3	SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
·	45	1076	3993	1.01	3.73	4
	44	860	2917	0.80	2.73	3
	43	649	2057	0.61	1.92	2
	42	475	1408	0.44	1.32	1
	41	350	933	0.33	0.87	1
	40	249	583	0.23	0.54	1
	39	185	334	0.17	0.31	1
	38	59	149	0.06	0.14	1
	37	46	90	0.04	0.08	1
	36	9	44	0.01	0.04	1
LESS THAN	36	35	35	0.03	0.03	1

Preliminary Report Table 16. 2002-03 End-of-Course Distribution of Scale Scores Algebra II

NUMBER OF STUDENTS WITH	61 447	<u>HIGH SCORE</u>	102
VALID SCORES	61,447	LOW SCORE	33
MEAN	65.8	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	79.14
DEVIATION	10.2	75	72.64
		50 (<u>MEDIAN</u>)	65.55
VARIANCE	103.4	25	58.54
		10	52.72

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
102	2	61447	0.00	100.00	99
101	5	61445	0.01	100.00	99
99	20	61440	0.03	99.99	99
97	44	61420	0.07	99.96	99
95	74	61376	0.12	99.88	99
93	132	61302	0.21	99.76	99
91	197	61170	0.32	99.55	99
90	172	60973	0.28	99.23	99
89	116	60801	0.19	98.95	99
88	341	60685	0.55	98.76	99
87	279	60344	0.45	98.20	99
86	454	60065	0.74	97.75	99
8:5	191	59611	0.31	97.01	98
84	559	59420	0.91	96.70	98
83	685		1.11		
		58861		95.79	97
82	715	58176	1.16	94.68	96
81	859	57461	1.40	93.51	96
80	917	56602	1.49	92.12	95
79	1069	55685	1.74	90.62	94
78	1181	54616	1.92	88.88	92
77	1197	53435	1.95	86.96	90
76	1353	52238	. 2.20	85.01	89
75	1391	50885	2.26	82.81	87
74	1511	49494	2.46	80.55	85
73	2219	47983	3.61	78.09	82
72	2316	45764	3.77	74.48	79
71	2431	43448	3.96	70.71	75
70	1980	41017	3.22	66.75	. 72
69	1940	39037	3.16	63.53	69
68	2062	37097	3.36	60.37	66
67	2178	35035	3.54	57.02	62
66	2241	32857	3.65	53.47	59
65	2227	30616	3.62	49.83	55
64	2351	28389	3.83	46.20	51
63	2384	26038	3.88	42.37	48
62	2330	23654	3.79	38.49	44
61	2290	21324	3.73		
60	1505			34.70	40
59		19034	2.45	30.98	36
	2267	17529	3.69	28.53	33
58	2215	15262	3.60	24.84	29
57	2016	13047	3.28	21.23	25
56	1284	11031	2.09	17.95	22
55	636	9747	1.04	15.86	20
54	1763	9111	2.87	14.83	18
53	1541	7348	2.51	11.96	15
52	929	5807	1.51	9.45	12
51	448	4878	0.73	7.94	11
50	1088	4430	1.77	7.21	9
49	693	3342	1.13	5.44	7
48	323	2649	0.53	4.31	5
47	739	2326	1.20	3.79	4
46	583	1587	0.95	2.58	3
45	274	1004	0.45	1.63	2
44	293	730	0.48	1.19	1
43	78	437	0.13	0.71	1
42	178	359	0.29	0.58	1
41	88	181	0.14	0.29	1
40	41	93	0.07	0.15	1
HAN 40	52	52	0.08	0.08	1
		after August 27, 2003 are n		0.00	_

Preliminary Report Table 17. 2002-03 End-of-Course Distribution of Scale Scores Biology

NUMBER OF STUDENTS WITH	87.043	HIGH SCORE	85
VALID SCORES	,	<u>LOW SCORE</u>	28
MEAN	56.6	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	66.47
<u>DEVIATION</u>	7.8	75	61.90
		50 (<u>MEDIAN</u>)	56.84
VARIANCE	60.5	25	51.36
		10	46.34

FREQUENCY DISTRIBUTION

SCALE SCORE	FREOUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
85	1	87043	0.00	100.00	99
83	11	87042	0.01	100.00	99
81	31	87031	0.04	99.99	99
80	52	87000	0.06	99.95	99
79	22	86948	0.03	99.89	99
78	115	. 86926	0.13	99.87	99
77	109	86811	0.13	99.73	99
76	213	86702	0.24	99.61	99
75	260	86489	0.30	99.36	99
74	369	86229	0.42	99.06	99
73	592	85860	0.68	98.64	98
72	543	85268	0.62	97.96	97
71	588	84725	0.68	97.34	96
70	1401	84137	1.61	96.66	95
69	837	82736	0.96	95.05	93
68	2004	81899	2.30	94.09	92
67	1503	79895	1.73	91.79	89
66	2011	78392	2.31	90.06	86
65	2671	76392	3.07	87.75	83
64	3006	73710	3.45	84.68	79
63	3332	70704	3.83	81.23	74
62	3489	67372	4.01	77.40	70
61	4258	63883	4.89	73.39	64
	4423	59625	5.08	68.50	59
60 59	4764	55202	5.47	63.42	54
	4127	50438	4.74	57.95	49
58	4228	46311	4.86	53.20	44
57		42083	4.57	48.35	39
56 55	3976 4126	38107	4.74	43.78	33
54	3995	33981	4.59	39.04	29
53	3890	29986	4.47	34.45	26
52	3826	26096	4.40	29.98	22
51	3690	22270	4.24	25.59	18
50	3392	18580	3.90	21.35	15
49	1679	15188	1.93	17.45	13
48	3012	13509	3.46	15.52	11
47	1418	10497	1.63	12.06	9
46	2399	9079	2.76	10.43	7
45	1085	6680	1.25	7.67	6
44	884	5595	1.02	6.43	4
43	1139	4711	1.31	5.41	3
42	1180	3572	1.36	4.10	2
	551	2392	0.63	2.75	2
41 40	514	1841	0.59	2.12	1
39	384	1327	0.44	1.52	1
	408	943	0.47	1.08	1
38	236	535	0.47	0.61	1
37 36	129	299	0.15	0.34	1
35	103	170	0.13	0.20	1
IAN 35	67	67	0.08	0.08	1

Notes: Data received from LEAs and charter schools after August 27, 2003 not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.
The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 18. 2002-03 End-of-Course Distribution of Scale Scores Chemistry

NUMBER OF STUDENTS WITH	42,636	HIGH SCORE	90
VALID SCORES	12,000	<u>LOW SCORE</u>	31
MEAN	60.9	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	71.42
DEVIATION	8.2	75	66.50
		50 (<u>MEDIAN</u>)	61.10
VARIANCE	68.0	25	55.20
		10	49.91

FREQUENCY DISTRIBUTION

			FREQUENCY	DISTRIBUTION		
	SCALE		CUMULATIVE		CUMULATIVE	2002 STATE
	SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
	90	1	42636	0.00	100.00	99
	89	8	42635	0.02	100.00	99
	88	12	42627	0.03	99.98	99
	87	12	42615	0.03	99.95	99
	86	9	42603	0.02	99.92	99
	85	35	42594	0.08	99.90	99
	84	48	42559	0.11	99.82	99
	83	72	42511	0.17	99.71	99
	82	45	42439	0.11	99.54	99
	81	116	42394	0.27	99.43	99
	80	111	42278	0.26	99.16	99
	79	147	42167	0.34	98.90	99
	78	203	42020	0.48	98.56	99
	7 7.	319	41817	0.75	98.08	98
	76	378	41498	0.89	97.33	98
	75	505	41120	1.18	96.44	97
	74	542	40615	1.27	95.26	96
	73	721	40073	1.69	93.99	94
	72	901	39352	2.11	92.30	93
	71	984	38451	2.31	90.18	91
	70	1186	37467	2.78	87.88	89
	69	1259	36281	2.95	85.09	86
	68	1432	35022	3.36	82.14	83
	67	1619	33590	3.80	7878	80
	66	1705	31971	4.00	74.99	76
	65	2252	30266	5.28	70.99	72
	64	2010	28014	4.71	65.71	68
	63	1773	26004	4.16	60.99	63
	62 61	2148	. 24231	5.04	56.83	59
	60	1907 1925	22083 20176	4.47 4.51	51.79	55 50
	59	2266	18251	5.31	47.32 42.81	45
	58	1529	15985	3.59	37.49	40
	57	1951	14456	4.58	33.91	36
	56	1515	12505	3.55	29.33	31
	55	1091	10990	2.56	25.78	28
	54	2192	9899	5.14	23.22	24
	53	985	7707	2.31	18.08	20
	52	929	6722	2.18	15.77	17
	51	1118	5793	2.62	13.59	15
	50	701	4675	1.64	10.96	12
	49	933	3974	2.19	9.32	10
	48	581	3041	1.36	7.13	8
	47	513	2460	1.20	5.77	6
	46	460	1947	1.08	4.57	4
	45	378	1487	0.89	3.49	3
	44	382	1109	0.90	2.60	2
	43	266	727	0.62	1.71	2
	42	158	461	0.37	1.08	1
	41	141	303	0.33	0.71	1
	40	95	162	0.22	0.38	1
LESS THA	N 40	67	67	0.16	0.16	1

Preliminary Report Table 19. 2002-03 End-of-Course Distribution of Scale Scores Economic, Legal, and Political Systems

NUMBER OF STUDENTS	90,090	HIGH SCORE	84
VALID SCORES	,	LOW SCORE	21
MEAN	55.6	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	66.57
DEVIATION	8.7	75	61.79
		50 (<u>MEDIAN</u>)	55.94
VARIANCE	76.4	25	49.96
		10	43.83

FREQUENCY DISTRIBUTION

FREQUENCY DISTRIBUTION						
SCALE		CUMULATIVE		CUMULATIVE	1997 STATE	
SCORE	FREQUENCY	FREOUENCY	PERCENT	PERCENT	PERCENTILE	
84	1	90090	0.00	100.00	99	
83	8	90089	0.01	100.00	99	
82	2	90081	0.00	99.99	99	
81	25	90079	0.03	99.99	99	
80	25	90054	0.03	99.96	99	
79	30	90029	0.03	99.93	99	
78	52	89999	0.06	99.90	99	
77	134	89947	0.15	99.84	99	
76	172	89813	0.19	99.69	99	
75	288	89641	0.32	99.50	99	
74	184	89353	0.20	99.18	99	
73	453	89169	0.50	98.98	99	
72	804	88716	0.89	98.47	99	
71	975	87912	1.08	97.58	98	
70	1026	86937	1.14	96.50	97	
69	1024	85911	1.14	95.36	96	
68	2057	84887	2.28	94.22	95	
67	1877	82830	2.08	91.94	93	
66	2121	80953	2.35	89.86	91	
65	2461	78832	2.73	87.50	89	
64	3074	76371	3.41	84.77	87	
63	2912	73297	3.23	81.36	84	
62	3961	70385	4.40	78.13	81	
61	3905	66424	4.33	73.73	77	
60	3606	62519	4.00	69.40	73	
59	3591	58913	3.99	65.39	70	
58	3892	55322	4.32	61.41	65	
57	3752	51430	4.16	57.09	61	
56	4729	47678	5.25	52.92	57	
55	3717	42949	4.13	47.67	52	
54	4363	39232	4.84	43.55	48	
53	3529	34869	3.92	38.70	44	
52	3686	31340	4.09	34.79	39	
51	3544	27654	3.93	30.70	36	
50	2957	24110	3.28	26.76	33	
49	2762	21153	3.07	23.48	29	
48	2647	18391	2.94	20.41	26	
47	2192	15744	2.43	17.48	23	
46	1528	13552	1.70	15.04	20	
45	2154	12024	2.39	13.35	18	
44	1276	9870	1.42	10.96	16	
43	1576	8594	1.75	9.54	14	
42	831	7018	0.92	7.79	12	
41	1212	6187	1.35	6.87	10	
40	776	4975	0.86	5.52	9	
39	831	4199	0.92	4.66	8	
38	779	3368	0.86	3.74	6	
37	592	2589	0.66	2.87	5	
36	484	1997	0.54	2.22	4	
35	533	1513	0.59	1.68	3	
34	316	980	0.35	1.09	2	
33	237	664	0.26	0.74	1	

Preliminary Report Table 19. 2002-03 End-of-Course Distribution of Scale Scores Economic, Legal, and Political Systems (continued)

NUMBER OF STUDENTS	90,090	HIGH SCORE	. 84
VALID SCORES	90,090	LOW SCORE	21
MEAN	55.6	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	66.57
DEVIATION	8.7	. 75	61.79
		50 (<u>MEDIAN</u>)	55.94
VARIANCE	76.4	25	49.96
		. 10	43.83

FREQUENCY DISTRIBUTION

	SCAL SCOR		CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
	32	190	427	0.21	0.47	1
	31	112	237	0.12	0.26	1
	30	64	125	0.07	0.14	1
	29	16	61	0.02	0.07	1
	28	14	45	0.02	0.05	1
	27	5	31	0.01	0.03	1
	26	5	26	0.01	0.03	1
LESS	THAN 26	21	. 21	0.02	0.02	1

Preliminary Report Table 20. 2002-03 End-of-Course Distribution of Scale Scores English I

NUMBER OF STUDENTS	99.311	HIGH SCORE	80
VALID SCORES	77,421	LOW SCORE	29
MEAN	57.7	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	66.85
DEVIATION	7.6	75	63.15
		50 (<u>MEDIAN</u>)	58.39
VARIANCE	58.2	25	53.23
		10	47.42

FREQUENCY DISTRIBUTION

	SCALE SCORE	FREOUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
	80	29	99311	0.03	100.00	99
	79	17	99282	0.02	99.97	99
	78	102	99265	0.10	99.95	99
	77	84	99163	0.08	99.85	99
	76	216	99079	0.22	99.77	99
	74	525	98863	0.53	99.55	99
	73	577	98338	0.58	99.02	99
	72	282	97761	0.28	98.44	98
	71	1183	97479	1.19	98.16	98
	70	1365	96296	1.37	96.96	96
	69	1709	94931	1.72	95.59	95
	68	1965	93222	1.98	93.87	93
	67	2893	91257	2.91	91.89	90
	66	4042	88364	4.07	88.98	87
	65	2536	84322	2.55	84.91	84
	64	5641	81786	5.68	82.35	80
	63	4786	76145	4.82	76.67	74
	62	3898	71359	3.93	71.85	70
	61	5825	67461	5.87	67.93	65
	60	5764	61636	5.80	62.06	59
	59	5527	55872	5.57	56.26	53
	58	6104	50345	6.15	50.69	48
	57	5059	44241	5.09	44.55	42
	56	4774	39182	4.81	39.45	37
	55	4418	34408	4.45	34.65	32
	54	3957	29990	3.98	30.20	28
	53	4395	26033	4.43	26.21	24
	52	3361	21638	3.38	21.79	20
	51	1539	18277	1.55	18.40	18
	50	2922	16738	2.94	16.85	15
	49	1767	13816	1.78	13.91	13
	48	2025	12049	2.04	12.13	11
	47	1156	10024	1.16	10.09	10
	46	1429	8868	1.44	8.93	8
	45	1299	7439	1.31	7.49	7
	44	916	6140	0.92	6.18	6
	43	1090	5224	1.10	5.26	5
	42	810	4134	0.82	4.16	4
	41	644	3324	0.65	3.35	3
	40	794	2680	0.80	2.70	2
•	39	636	1886	0.64	1.90	2
	38	377	1250	0.38	1.26	1
	37	283	873	0.28	0.88	1
	36	351	590	0.35	0.59	1
	35	118	239	0.12	0.24	1
	34	76	121	0.08	0.12	1
	33	27	45	0.03	0.05	1
LESS THAI	1 33	18	18	0.02	0.02	1

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Table 21. 2002-03 End-of-Course Distribution of Scale Scores

Geometry

		Geometry		
NUMBER OF		HIGH	H SCORE	93
STUDENTS WITH	72,003			
VALID SCORES		LOW	SCORE	32
MEAN	61.2	2003	3 STATE	SCALE
		PERC	CENTILES	SCORE
STANDARD			90	72.81
DEVIATION	9.0		75	67.35
			50 (MEDIAN)	61.17
VARIANCE	81.1		25	54.86
			10	49.12

FREQUENCY DISTRIBUTION

SCALE		CUMULATIVE		CUMULATIVE	2001 STATE
SCORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
93	3	72003	0.00	100.00	99
91	15	72000	0.02	100.00	99
90	10	71985	0.01	99.98	99
89	61	71975	0.08	99.96	99
88	27	71914	0.04	99.88	99
87	10	71887	0.01	99.84	99
86	95	71877	0.13	99.83	99
85	165	71782	0.23	99.69	99
84	61	71617	0.08	99.46	99
83	256	71556	0.36	99.38	99
82	90	71300	0.12	99.02	99
81	410	71210	0.57	98.90	99
80	254	70800	0.35	98.33	99
79	589	70546	0.82	97.98	98
78	724	69957	1.01	97.16	98
77	466	69233	0.65	96.15	97
76	909	68767	1.26	95.51	96
75	1021	67858	1.42	94.24	95
74	1142	66837	1.59	92.83	94
73	1302	65695	1.81	91.24	93
72	1350	64393	1.87	89.43	91
71	2125	63043	2.95	87.56	89
70	2294	60918	3.19	84.60	87
69	2062	58624	2.86	81.42	85
68	2205	56562	3.06	78.56	82
67	2386	54357	3.31	75.49	79
66	2999	51971	4.17	72.18	76
65	3040	48972	4.22	68.01	72
64	3056	45932	4.24	63.79	69
63	2948	42876	4.09	59.55	64
62	2718	39928	3.77	55.45	60
61	3713	37210	5.16	51.68	56
60	2923	33497	4.06	46.52	51
59	2847	30574	3.95	42.46	47
58	2798	27727	3.89	38.51	43
57	2929	24929	4.07	34.62	38
56	2502	22000	3.47	30.55	34
55	2341	19498	3.25	27.08	30
54	2347	17157	3.26	23.83	27
53	2162	14810	3.00	20.57	23
52	2129	12648	2.96	17.57	19
51	1269	10519	1.76	14.61	17
50	1300	9250	1.81	12.85	14
49	1976	7950	2.74	11.04	12
48	1237	5974	1.72	8.30	9
47	927	4737	1.29	6.58	7
46	1035	3810	1.44	5.29	6
45	657	2775	0.91	3.85	4
44	679	2118	0.94	2.94	3
43	441	1439	0.61	2.00	2
42	347	998	0.48	1.39	1
41	276	651	0.38	0.90	1
40	132	375	0.18	0.52	1
39	120	243	0.17	0.34	1
38	87	123	0.12	0.17	1
37	22	36	0.03	0.05	1
36	8	14	0.01	0.02	1
IAN 36					

Preliminary Report Table 22. 2002-03 End-of-Course Distribution of Scale Scores Physical Science

NUMBER OF STUDENTS WITH	46,485	HIGH SCORE	84
VALID SCORES	70, 700	LOW SCORE	30
MEAN	56.2	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	66.25
DEVIATION	7.8	75	61.61
		50 (<u>MEDIAN</u>)	56.35
VARIANCE	60.1	25	50.75
		10	45.71

FREQUENCY DISTRIBUTION

	CALE		CUMULATIVE		CUMULATIVE	2002 STATE
_5	CORE	FREQUENCY	FREQUENCY	PERCENT	PERCENT	PERCENTILE
	84	6	46485	0.01	100.00	99
	83	3	46479	0.01	99.99	99
	82	10	46476	0.02	99.98	99
	81	12	46466	0.03	99.96	99
	80	22	46454	0.05	99.93	99
	79	29	46432	0.06	99.89	99
	78	31	46403	0.07	99.82	99
	77	54	46372	0.12	99.76	99
	76	86	46318	0.19	99.64	99
	75	139	46232	0.30	99.46	99
	74	119	46093	0.26	99.16	99
	73	201	45974	0.43	98.90	99
	72.	380	45773	0.82	98.47	98
	71	310	45393	0.67	97.65	97
	70 .	490	45083	1.05	96.98	97
	69	699	44593	1.50	95.93	95
	68	807	43894	1.74	94.43	94
	67	989	43087	2.13	92.69	92
	66	1065	42098	2.29	90.56	90
	65	1235	41033	2.66	88.27	88
	64	1450	39798	3.12	85.61	85
	63	1860	38348	4.00	82.50	81
	62	1819	36488	3.91	78.49	77
	61	1945	34669	4.18	74.58	73
	60	2208	32724	4.75	70.40	69
	59	2341	30516	5.04	65.65	65
	58	2064	28175	4.44	60.61	60
	57	2472	. 26111	5.32	56.17	55
	56	2704	23639	5.82	50.85	50
	55	1787	20935	3.84	45.04	45
	54	2382	19148	5.12	41.19	41
	53	1846	16766	3.97	36.07	37
	52	2296	14920	4.94	32.10	32
	51	1336	12624	2.87	27.16	28
	50	2054	11288	4.42	24.28	24
	49	1652	9234	3.55	19.86	20
	48	1124	7582	2.42	16.31	17
	47	1059	6458	2.28	13.89	15
	46	950	5399	2.04	11.61	12
	45	1050	4449	2.26	9.57	10
	44	941	3399	2.02	7.31	8
	43	743	2458	1.60	5.29	5
	42	430	1715	0.93	3.69	4
	41	372	1285	0.80	2.76	3
	40	289	913	0.62	1.96	2
	39	359	624	0.77	1.34	1
	38	97	265	0.21	0.57	1
	37	107	168	0.23	0.36	1
	36	28	61	0.06	0.13	1
LESS THAN		33	33	0.07	0.07	1
THIS TIME	30	-				_

Preliminary Report Table 23. 2002-03 End-of-Course Distribution of Scale Scores Physics

NUMBER OF STUDENTS WITH	10.727	<u>HIGH SCORE</u>	90
VALID SCORES	10,727	<u>LOW SCORE</u>	23
MEAN	60.6	2003 STATE PERCENTILES	SCALE SCORE
STANDARD		90	72.68
DEVIATION	9.4	75	67.14
		50 (<u>MEDIAN</u>)	60.52
VARIANCE	87.7	25	54.66
		10	48.38

FREQUENCY DISTRIBUTION

SCALE SCORE	FREOUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
90	2	10727	0.02	100.00	99
89	5	10725	0.05	99.98	99
87	13	10720	0.12	99.93	99
85	16	10707	0.15	99.81	99
84	14	10691	0.13	99.66	99
83	46	10677	0.43	99.53	99
82	41	10631	0.38	99.11	99
81	22	10590	0.21	98.72	9 9
80	44	10568	0.41	98.52	98
7 9	93	10524	0.87	98.11	98
78	83	10431	0.77	97.24	97
77	117	10348	1.09	96.47	96
76	73	10231	0.68	95.38	95
75 .	154	10158	1.44	94.70	94
74	170	10004	1.58	93.26	93
73	220	9834	2.05	91.68	91
72	280	9614	2.61	89.62	89
71	186	9334	1.73	87.01	87
70	296	9148	2.76	85.28	84
69	292	8852	2.72	82.52	81
68	393	8560	3.66	79.80	78
67	336	8167	3.13	76.13	75
66	334	7831	3.11	73.00	71
65	373	7497	3.48	69.89	67
64	393	7124	3.66	66.41	63
63	433	6731	4.04	62.75	59
62	568	6298	5.30	58.71	55
61	374	5730	3.49	53.42	51
60	478	5356	4.46	49.93	47
59	591	4878	5.51	45.47	42
58	344	4287	3.21	39.96	38
57	339	3943	3.16	36.76	35
56	469	3604	4.37	33.60	31
5 5	538	3135	5.02	29.23	26
54	263	2597	2.45	24.21	22
53	292	2334	2.72	21.76	20
52	260	2042	2.42	19.04	17
51	259	1782	2.41	16.61	15
50	223	1523	2.08	14.20	12
49	204	1300	1.90	12.12	10
48	202	1096	1.88	10.22	8
47	169	894	1.58	8.33	7
46	100	725	0.93	6.76	6
45	51	625	0.48	5.83	5
44	137	574	1.28	5.35	4
43	127	437	1.18	4.07	3
42	73	310	0.68	2.89	2
41	65	237	0.61	2.21	2
40	53	172	0.49	1.60	1
39	28	119	0.26	1.11	1
38	23	91	0.21	0.85	1
37	14	68	0.13	0.63	1
36	22	54	0.21	0.50	1
AN 36	32	32	0.30	0.30	1
received from	LEAs and charter scho	ols after August 27, 200	3 are not included in	this table	

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.
The North Carolina State Testing Results, Preliminary Report, 2002-03

Preliminary Report Table 24. 2002-03 End-of-Course Distribution of Scale Scores U.S. History

NUMBER OF STUDENTS WITH	78,826	HIGH SCORE	88
VALID SCORES	70,020	LOW SCORE	25
MEAN	57.4	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	68.34
DEVIATION	8.4	75	63.27
		50 (<u>MEDIAN</u>)	57.56
VARIANCE	71.2	25	51.54
		10	46.42

FREQUENCY DISTRIBUTION

SCALE		CUMULATIVE		CUMULATIVE	1995 STATE
SCORE	FREOUENCY	FREOUENCY	PERCENT	PERCENT	PERCENTILE
88	1	78826	0.00	100.00	99
87	1	78825	0.00	100.00	99
86	3	78824	0.00	100.00	99
85	4	78821	0.01	99.99	99
84	6	78817	0.01	99.99	99
83	23	78811	0.03	. 99.98	99
82	31	78788	0.04	99.95	99
81	44	78757	0.06	99.91	99
80	117	78713	0.15	99.86	99
79	106	78596	0.13	99.71	99
78	137	78490	0.17	99.57	99
77	174	78353	0.22	99.40	99
76	382	78179	0.48	99.18	99
75	314	77797	0.40	98.69	99
74	736	77483	0.93	98.30	99
73	488	76747	0.62	97.36	98
72	1124	76259	1.43	96.74	98
71	1019	75135	1.29	95.32	97
70	1182	74116	1.50	94.02	96
69	1687	72934	2.14	92.53	94
68	1932	71247	2.45	90.39	92
67	1766	69315	2.24	87.93	90
66	2077	67549	2.63	85.69	88
65	2465	65472	3.13	83.06	85
64	3161	63007	4.01	79.93	82
63	3107	59846	3.94	75.92	78
62	3658	56739	4.64	71.98	74
61	3351	53081	4.25	67.34	70
60	3418	49730	4.34	63.09	66
59	3522	46312	4.47	58.75	61
58	3588	42790	4.55	54.28	57
57	3620	39202	4.59	49.73	52
56	3649	35582	4.63	45.14	48
55	2931	31933	3.72	40.51	44
54	3558	29002	4.51	36.79	39
53	3559	25444	4.52	32.28	35
52	2273	21885	2.88	27.76	30
51	2865	19612	3.63	24.88	27
50	2590	16747	3.29	21.25	23
49	2189	14157	2.78	17.96	20
48	1925	11968	2.44	15.18	17
47	2045	10043	2.59	12.74	15
46	1507	7998	1.91	10.15	12
45	1060	6491	1.34	8.23	10
44	996	5431	1.26	6.89	8
43	1425	4435	1.81	5.63	6
42	597	3010	0.76	3.82	5
41	556	2413	0.71	3.06	4
40	440	1857	0.56	2.36	3
39	403	1417	0.51	1.80	2
38	361	1014	0.46	1.29	1
37	255	653	0.32	0.83	1
36	130	398	0.16	0.50	1

Preliminary Report Table 24. 2002-03 End-of-Course Distribution of Scale Scores U.S. History (continued)

NUMBER OF STUDENTS WITH	78,826	HIGH SCORE	88
VALID SCORES	70,020	LOW SCORE	25
MEAN	57.4	2003 STATE	SCALE
		PERCENTILES	SCORE
STANDARD		90	68.34
DEVIATION	8.4	75	63.27
		50 (<u>MEDIAN</u>)	57.56
VARIANCE	71.2	25	51.54
		10	46.42

FREQUENCY DISTRIBUTION

	SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
	35	93	268	0.12	0.34	1
	34	96	175	0.12	0.22	1
	33	33	79	0.04	0.10	1
	32	30	46	0.04	0.06	1
	31	6	16	0.01	0.02	1
	30	4	10	0.01	0.01	1
LESS	THAN 30	6	6	0.01	0.01	1

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 25. 2002-03 End-of-Course Multiple-Choice Test Results

Algebra I - Mean Scale Score by LEA (Maximum=96)

State	Mean Score	2003 LEA Performance
	80.7	Lake Norman**
	78.7	F Delany New School**
	75.5	Magellan**
	73.9	Quest Academy**
	73.1	Orange Charter**
	70.5	Gray Stone Day**, Polk
	69.9	Exploris**
	69.7	Mount Airy City
	69.3	Metrolina**
	68.9	Brevard Academy**
	68.7 68.5	Clay Ashe, Transylvania
	68.1	Craven, Surry
	67.9	Rocky Mount Charter**
	67.5	Moore
	67.3	River Mill Academy**
	67.1	Haywood
	66.7 66.5	Buncombe, Watauga Bethany Community**, Chapel Hill-Carrboro City
	66.3	American Ren. Middle**, Arapahoe Charter**, Henderson, Scotland, Union, Vance Charter**, Wake
	65.9	Asheville City, Edenton/Chowan
	65.7	Cabarrus, Sterling Montessori**
	65.5 65.3	Catawba, Elkin City, Gates, Greensboro Academy**, Newton Conover City Alexander, Asheboro City, Rutherford, Stanly
	65.1	Carteret, Johnston, Pender, Wilkes
	64.9 64.7	Guilford Charter** Kings Mountain City
	64.7	Alleghany, Burke
	64.3	Beaufort, Jackson, Kannapolis City, Perquimans, Yadkin
	64.1 63.9	Caldwell, Camden, Davie, Macon, Mooresville City, Orange, Pitt Currituck, Greene, Hickory City
	63.7	Franklin Academy**, Raleigh Charter HS**
	63.5	Cherokee, Davidson, Forsyth Academies**, MAST**, New Hanover, Shelby City
	63.3	Avery, Madison, Martin, Yancey
	63.1 62.9	Gaston, Lee, Onslow, Pamlico Dare, Hyde, Lincoln, McDowell, Randolph, Rowan-Salisbury, Stokes
	62.7	Cleveland, Clinton City, Kestrel Heights**, Person, Wayne
2002, 2003 State	62.5	Evergreen Community**, Iredell-Statesville, Thomasville City
	62.3 62.1	Lenoir Graham, Granville, Rockingham, Sampson, Winston-Salem/Forsyth
	61.9	Franklin
	61.7	Alamance-Burlington, Jones, Swain, Wilson
2001.0	61.3	Chatham
2001 State	61.1 60.9	Laurinburg Charter** Whiteville City
		Nash-Rocky Mount
	60.5	Harnett, Montgomery, Thomas Jefferson**
	60.3 60.1	Downtown Middle** Columbus, Warren, Washington
	59.9	Bladen, Brunswick, Cumberland
	59.7	Durham
2000 State	59.5 59.3	Charlotte/Mecklenburg, Roanoke Rapids City Edgecombe, Guilford, Richmond, Robeson, Vance
	59.1	Woods Charter**

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point.

^{*}Data are not reported where the number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 25. 2002-03 End-of-Course Multiple-Choice Test Results Algebra I -- Mean Scale Score by LEA (Maximum=96) (continued)

State	Mean Score	2003 LEA Performance
	58.9 58.7	Duplin Bertie, Hoke
1999 State	58.3 58.1 57.9	Mitchell Cape Lookout Marine** Crossnore Academy**, Weldon City
1998 State	57.3 57.1	Anson Elizabeth City/Pasquotank, Laurinburg Homework**, Lexington City
	56.5 56.3 56.1	Northampton Tyrrell Lincoln Charter**
1997 State	55.7	
1994,1996 State	55.3 55.1 54.9	Halifax Hertford
1995 State	54.7 54.5 54.3 54.1	Community Partners High** East Wake Academy** Caswell
	53.7	Ann Atwater**
	53.1	Provisions Academy**
	52.5	New Century School**
	51.9	Grandfather Academy**
	51.3	Clover Garden**
	50.5	Alpha Academy**, C.G. Woodson**
	49.5	Crossroads Charter**, Imani Institute**
	46.9 *	Kennedy Charter** Carter Community**, Chatham Charter**, J.H. Baker Jr High**, Lakeside School**, Omuteko Gwamaziima**, Wayne Academy**

Notes: 'Scale scores are rounded up to the nearest two-tenths of a point.

^{*}Data are not reported where the number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Preliminary Report Table 26. 2002-03 End-of-Course Multiple-Choice Test Results Algebra II -- Mean Scale Score by LEA (Maximum=102)

State	Mean Score	2003 LEA Performance
	83.3	Gray Stone Day**
	73.3	Raleigh Charter HS**
	•••	
	72.9 	Chapel Hill-Carrboro City
	71.9	Craven
	71.7	Transylvania
	71.5	Burke
	71.1	Laurinburg Charter**
	70.9	Haywood
	69.9	Thomasville City, Watauga
	69.7	Buncombe
	69.5	Stanly
	69.3	Iredell-Statesville
	69.1	Wake
	68.9	Henderson, Hickory City, Kestrel Heights**, Madison, Moore, Mount Airy City, Orange, Tyrrell, Yadkin
	68.7	Surry, Wilkes
	68.5	Edenton/Chowan, Johnston, Perquimans, Scotland
	68.3	Alexander, Pitt
	68.1	Graham, Kings Mountain City, Pamlico, Polk
	67.9	Ashe, Onslow
	67.7 67.5	Union Avery, Dare
	67.3	Catawba, Rutherford
	67.1	Clay, Elkin City, Hyde, Lee, Yancey
	66.9	Carteret, Shelby City
	66.7	Caldwell, Camden, Currituck, New Hanover
	66.5	Alleghany, Gates, Granville, Rowan-Salisbury, Woods Charter**
	66.3	Newton Conover City, Pender, Stokes
	66.1	Lincoln, Winston-Salem/Forsyth
2003 State	65.9	Asheville City, Cabarrus, Cleveland, Davidson
	65.7	Chatham, Macon, Wilson
	65.5	Beaufort, Davie, Lenoir, Swain
2002 State	65.3	The state of the s
	65.1	Person Description Company Applicants Duraling Duraham Jackson
	64.9 64.7	Brunswick, Cape Lookout Marine**, Duplin, Durham, Jackson Alamance-Burlington, Franklin, Guilford, Kannapolis City, Randolph, Rockingham
	64.1	McDowell, River Mill Academy**, Sampson, Wayne
2001 State	63.9	Richmond
	63.7	Cherokee
	63.5	Clinton City, Gaston, Greene, Martin, Montgomery Harnett, Rocky Mount Charter**, Thomas Jefferson**
	63.3 63.1	Cumberland, Mooresville City
	62.9	Anson, Charlotte/Mecklenburg, Columbus
	62.5	Mitchell, Roanoke Rapids City
	62.3	Asheboro City, Robeson
	61.9	Bertie
	61.7	Bladen, Hoke, Warren
	61.5	Jones
2000 State	61.1	Edgecombe, Hertford

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

^{*}Data are not reported where the number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Preliminary Report Table 26. 2002-03 End-of-Course Multiple-Choice Test Results Algebra II - Mean Scale Score by LEA (Maximum=102) (continued)

State	Mean Score	2003 LEA Performance
	60.7	Caswell, Lexington City
1999 State	60.1	Community Partners High**
	59.7	Nash-Rocky Mount, Washington, Whiteville City
	59.5	Vance, Weldon City
	58.5	Elizabeth City/Pasquotank
	57.5	Halifax
	57.1	Lincoln Charter**
	56.9	Northampton
	55.9	Laurinburg Homework**, New Century School**
	54.9	Crossroads Charter**
	54.3	East Wake Academy**
	49.7	Provisions Academy**
	*	Alpha Academy**, Crossnore Academy**, Franklin Academy**, Kennedy Charter**, Lakeside School**, Metrolina**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

^{*}Data are not reported where the number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Table 27. 2002-03 End-of-Course Multiple-Choice Test Results Biology — Mean Scale Score by LEA (Maximum=88)

Biology Mean Scale Score by LEA (Maximum=88)			
State	Mean Score		
	67.1 	Raleigh Charter HS**	
	64.1 	Gray Stone Day**	
	62.5	River Mill Academy**	
	62.3	Chapel Hill-Carrboro City	
	61.7	Transylvania	
	60.3	Kings Mountain City	
	60.1	Newton Conover City, Watauga	
	59.9	Carteret, Thomas Jefferson**	
	59.7	Wake	
	59.3	Alleghany, Pender, Thomasville City	
	59.1	Dare, Woods Charter**	
	58.9	Burke, Pitt	
	58.7	Cherokee, Craven, Johnston, Yancey	
	58.5 58.3	Polk, Surry Onslow	
	58.1	Alexander, Buncombe, Davie, Hickory City, Macon, Mooresville City, New Hanover	
2002 State	57.9	Cabarrus, Stanly, Wilkes	
	57.7	Henderson, Mitchell	
	57.5	Camden, Catawba, Davidson, Elkin City, Orange, Roanoke Rapids City	
	57.3	Currituck, Granville, Jackson, Moore, Rutherford, Swain, Union	
2001 State	57.1 56.9	Asheville City, Haywood, Lincoln, Madison, Mount Airy City, Person, Scotland Avery, Caldwell, Iredell-Statesville, Wayne	
2003 State	56.7	Gaston, Tyrrell, Yadkin	
	56.5	Ashe, Durham, Guilford	
1998 State	56.3	Franklin Academy**, McDowell	
1999,2000 State	56.1	Asheboro City, Brunswick, Chatham, Cleveland, Harnett, Lee, Stokes, Whiteville City, Winston-Salem/Forsyth	
1997 State	55.9 55.7	Edenton/Chowan, Kannapolis City, Montgomery	
1995,1996 State	55.5	Duplin, Hyde, Jones Alamance-Burlington, Charlotte/Mecklenburg, Cumberland, Laurinburg Charter**, Rockingham	
	55.3	Clay, Franklin, Lenoir, Randolph, Rowan-Salisbury, Shelby City	
	55.1	East Wake Academy**, Edgecombe, Perquimans	
	54.9	Graham, Lexington City, Northampton	
	54.7	Clinton City, Wilson	
	54.5 54.3	Martin Columbus, Community Partners High**	
	54.1	Gates, Pamlico	
	53.9	Beaufort, Elizabeth City/Pasquotank, Richmond, Robeson	
	53.5	Bladen	
	53.3	Lincoln Charter**, Sampson, Warren	
	53.1	Greene, Nash-Rocky Mount	
	52.9	Hoke, Vance	
	52.7	Rocky Mount Charter**	
	52.1	Kestrel Heights**	
	51.9	Caswell, Washington	
	51.7 51.5	Anson Alpha Academy**, Hertford	
	51.3	Bertie Bertie	

	50.7 50.5	Weldon City Cape Lookout Marine**, New Century School**	

	50.1	Halifax	
	48.3	C.G. Woodson**, Crossnore Academy**	
	47.3 	Provisions Academy**	
	45.5	Lakeside School**	
	44.9	Kennedy Charter**	
	42.1	Crossroads Charter** Grandfather Academy**, J.H. Baker Jr High**, Laurinburg Homework**, Wayne Academy**	
		orandation reading , see based of rings , Datamond Homework , Wayne Academy	

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^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

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Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 28. 2002-03 End-of-Course Multiple-Choice Test Results Geometry -- Mean Scale Score by LEA (Maximum=93)

State	Mean Score	2003 LEA Performance
	80.9	Magellan**
	74.3	Exploris**
	70.5	Metrolina**

	70.1	Gray Stone Day**
	69.1	Greensboro Academy**, Perquimans
	68.3	Raleigh Charter HS**
	66.7	Thomas Jefferson**
	66.3	Chapel Hill-Carrboro City
	66.1	Polk
	65.9	Transylvania, Yancey
	65.7	Clay
1	65.5	Buncombe
	65.3	Henderson
	65.1	Madison
	64.9	Burke, Surry
	64.7	Currituck, Elkin City, Wake
	64.5	Mooresville City
	64.3	Dare, Graham, Mount Airy City
	64.1	Haywood, Watauga
	63.9	Ashe, Cabarrus, Catawba, Woods Charter**
	63.7	Carteret, Moore, Newton Conover City
	63.5	Alexander, Caldwell, Cleveland, Craven, Franklin Academy**, Stanly
	63.3	Camden, Gates, Hickory City, Pamlico, Pitt, Tyrrell, Union
	63.1	Johnston, Onslow, Rutherford, Wilkes
	62.9	Roanoke Rapids City, Scotland
	62.7	Asheboro City, Lee, New Hanover, Orange, Yadkin
	62.5	Cherokee, Shelby City
	62.3	Alleghany, Davie, Edenton/Chowan, Pender
	62.1	Davidson, Iredell-Statesville, Lincoln
	61.9	Beaufort, Montgomery
	61.7	Chatham
2002 0	61.5	Macon, McDowell
2003 State	61.3	Asheville City, River Mill Academy**, Rowan-Salisbury, Swain
	61.1	Mitchell, Randolph, Winston-Salem/Forsyth
	60.9	Granville, Stokes, Wilson
	60.7	Duplin, Gaston, Hyde, Kannapolis City, Kings Mountain City, Lenoir
2002 State	60.5	Franklin, Thomasville City
	60.3	Alamance-Burlington
	60.1	Martin
2001 State	59.9	Harnett, Kestrel Heights**, Rockingham
	59.7	Jackson, Sampson
	59.5	Brunswick, Cape Lookout Marine**, Greene, Lexington City, Wayne
	59.3	Guilford
2000 State	59.1	Clinton City
	58.9	Durham
	58.7	Charlotte/Mecklenburg, Person
1999 State	58.5	Lincoln Charter**
	58.3	Anson, Edgecombe, Robeson
	58.1	Community Partners High**, Cumberland, Nash-Rocky Mount, Whiteville City
	57.7	Richmond
	57.3	Elizabeth City/Pasquotank

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

Prepared by the NCDPI Division of Accountability Services/Testing Program. The North Carolina State Testing Results, Preliminary Report, 2002-03

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^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Preliminary Report Table 28. 2002-03 End-of-Course Multiple-Choice Test Results

Geometry -- Mean Scale Score by LEA (Maximum=93) (continued)

State	Mean Score	2003 LEA Performance
	57.1	Columbus, New Century School**
	56.7	Bladen
	56.3 56.1	East Wake Academy** Hertford, Vance
	55.7	Hoke
	55.3	Warren
	54.5	Washington
	54.1 53.9	Bertie Caswell
	53.3	Laurinburg Homework**
	52.5	Provisions Academy**
	52.1 51.9 51.7	Alpha Academy** Halifax Northampton
	51.1	Weldon City
	46.3	Crossroads Charter**
	42.9 *	Kennedy Charter** Clover Garden**, Crossnore Academy**, Grandfather Academy**, Imani Institute**, Jones, Lake Norman**, Lakeside School**, Laurinburg Charter**, Orange Charter**, Rocky Mount Charter**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

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Table 29. 2002-03 End-of-Course Multiple-Choice Test Results Chemistry - Mean Scale Score by LEA (Maximum=91)

State	Mean Score†	2003 LEA Performance
	69.5	Transylvania
	68.3	Gray Stone Day**
67.5 67.1		Camden
		Chapel Hill-Carrboro City
	66.3	Scotland
	66.1	Carteret
	65.9	Raleigh Charter HS**, Whiteville City
	65.7	Wilkes
	65.1	Jackson, Thomasville City
	64.9	Burke
	64.7	Craven, Dare, Mitchell
	64.3	Catawba
	64.1 63.9	Wake Mount Airy City, Union
	63.7	Alleghany, Gates, Mooresville City
	63.5	Durham, Elkin City, Lincoln
	63.3	Ashe, Iredell-Statesville, Johnston, McDowell, Newton Conover City, Onslow, Roanoke Rapids City
	62.9	Pender, Polk
	62.7	Davie, Hickory City, Lee
	62.5	Henderson, New Hanover, Pitt
	62.3	Alexander, Asheville City, Buncombe, Cabarrus, Moore
	62.1	Greene, Person, Watauga
	61.9	Beaufort, Surry Franklin, Guilford, Hyde, Lexington City, Rowan-Salisbury, Stanly
	61.7	Currituck, Kings Mountain City, Warren
	61.3	Davidson
	61.1	Randolph, Yadkin
2003 State	60.9	Columbus, Granville, Kannapolis City, Orange
	60.7	Chatham, Cherokee, Clinton City, Stokes, Winston-Salem/Forsyth
	60.5	Caldwell, Duplin, Gaston, Montgomery
2002 0	60.3	Yancey
2002 State	60.1 59.9	Asheboro City, Haywood, Jones, Macon, Madison, Perquimans, Wilson Martin, Rutherford, Tyrrell
	59.5	Alamance-Burlington, Bladen, Cleveland, Nash-Rocky Mount, Wayne
	59.3	Avery, Harnett
	59.1	Swain, Thomas Jefferson**
2001 State	58.9	Richmond
	58.7	Cumberland, Sampson
	58.5	Brunswick, Elizabeth City/Pasquotank
2000 64-4-	58.3	Clay, Lenoir, Robeson
2000 State 1999 State	58.1 57.9	Hoke, Laurinburg Charter** Edenton/Chowan, Rockingham
1999 State	57.5	Charlotte/Mecklenburg, Edgecombe, Pamlico
	57.1 56.9	Shelby City
		Anson
	56.1	Graham
	55.9	Caswell, Washington
	55.5	Hertford
	54.7	Bertie, Vance
	54.5	Halifax
	52.7	Crossroads Charter**
	50.7	Weldon City
	49.5	Northampton
	47.7	New Century School**

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Table 30. 2002-03 End-of-Course Multiple-Choice Test Results

Economic, Legal, and Political Systems -- Mean Scale Score by LEA (Maximum=90)

State	Mean Score†	2003 LEA Performance
	67.1	Raleigh Charter HS**
	64.1	Thomas Jefferson**
	62.5	Woods Charter**
	61.1	Gray Stone Day**, Swain
	 60.7	Chapel Hill-Carrboro City
	•••	
	59.9 59.7	Polk Carteret
	59.5	Cherokee, Currituck
	 59.1	Buncombe, Hyde, Transylvania
	58.5	Avery, Wake, Yancey
	58.1	Asheville City
	57.9	Alleghany
	57.7	Burke, Davidson, Kings Mountain City, Mooresville City, Rowan-Salisbury
	57.5	Ashe, Edgecombe, Onslow
	57.3 57.1	Brunswick, Elkin City, Granville, Madison, Newton Conover City, Watauga
	56.9	Clay, Montgomery, Orange, Pitt Camden, Craven
	56.7	Henderson, Pender, Union
	56.5	Cabarrus, Catawba, Dare, Graham, Johnston
	56.3 56.1	Mount Airy City, Rockingham, Yadkin
	55.9	Columbus, Davie, Guilford, Harnett, Iredell-Statesville, Moore, Randolph Rocky Mount Charter**
2001,2002,2003 State	55.7	Scotland, Wayne
	55.5	Asheboro City, Community Partners High**, Gaston, Stanly, Surry, Whiteville City
1999,2000 State	55.3 55.1	Cumberland, Haywood, Hickory City, Perquimans, Sampson Clinton City, Crossnore Academy**, Greene, Lenoir, Lincoln, Rutherford
1999,2000 State	54.9	Caldwell, Chatham, Franklin, Macon, Person
	54.7	Beaufort
	54.5	Cleveland, Duplin, McDowell
	54.3 54.1	Lee, Mitchell, Winston-Salem/Forsyth
1997 State	53.9	Durham, Gates, Jackson, Kannapolis City, River Mill Academy**, Stokes Elizabeth City/Pasquotank, Roanoke Rapids City
	53.7	Bladen, Charlotte/Mecklenburg, Laurinburg Charter**
	53.5	Alexander, New Century School**
	53.1	Martin
	52.9	Alamance-Burlington, Bertie, Caswell, Richmond, Wilson
	52.7	New Hanover, Wilkes
	52.5	Hoke
	52.3 52.1	Jones, Northampton, Robeson Lexington City, Vance
	51.9	Edenton/Chowan, Halifax
	51.7	Nash-Rocky Mount
	51.1	Thomasville City, Tyrrell
	50.7	Anson, Hertford
	50.1	Shelby City
	49.7	Warren
	48.5	Wayne Academy**
	48.1	Cape Lookout Marine**
	47.3	J.H. Baker Jr High**, Weldon City
	47.3 47.1	Pamlico
	46.9	Alpha Academy**, Washington
	45.9	Crossroads Charter**
	45.7	Kennedy Charter**
		Provisions Academy**
	45.3 45.1	C.G. Woodson**, Lakeside School**
	43.3	Grandfather Academy**
	*	Omuteko Gwamaziima**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 31. 2002-03 End-of-Course Multiple-Choice Test Results English I -- Mean Scale Score by LEA (Maximum=80)

State	Mean Scoret	English I Mean Scale Score by LEA (Maximum=80) 2003 LEA Performance
State	67.1	Raleigh Charter HS**
	64.1 	Thomas Jefferson**
	62.5	Woods Charter**
	61.1	Gray Stone Day**, Swain
	60.7	Chapel Hill-Carrboro City
	59.9	Polk Carteret
	59.7 59.5	Cherokee, Currituck
	59.1 	Buncombe, Hyde, Transylvania
	58.5	Avery, Wake, Yancey
	58.1	Asheville City
	57.9	Alleghany
2003 State	57.7	Burke, Davidson, Kings Mountain City, Mooresville City, Rowan-Salisbury
	57.5 57.3	Ashe, Edgecombe, Onslow Brunswick, Elkin City, Granville, Madison, Newton Conover City, Watauga
	57.1	Clay, Montgomery, Orange, Pitt
	56.9	Camden, Craven
	· 56.7	Henderson, Pender, Union
	56.5	Cabarrus, Catawba, Dare, Graham, Johnston
	56.3	Mount Airy City, Rockingham, Yadkin
	56.1 55.9	Columbus, Davie, Guilford, Harnett, Iredell-Statesville, Moore, Randolph Rocky Mount Charter**
2002 State	55.7	Scotland, Wayne
2000,2001 State	55.5	Asheboro City, Community Partners High**, Gaston, Stanly, Surry, Whiteville City
	55.3	Cumberland, Haywood, Hickory City, Perquimans, Sampson
	55.1	Clinton City, Crossnore Academy**, Greene, Lenoir, Lincoln, Rutherford
	54.9	Caldwell, Chatham, Franklin, Macon, Person
1999 State	54.7 54.5	Beaufort Cleveland, Duplin, McDowell
1777 State	54.3	Lee, Mitchell, Winston-Salem/Forsyth
	54.1	Durham, Gates, Jackson, Kannapolis City, River Mill Academy**, Stokes
	53.9	Elizabeth City/Pasquotank, Roanoke Rapids City
1998 State	53.7	Bladen, Charlotte/Mecklenburg, Laurinburg Charter**
1997 State	53.5 53.3	Alexander, New Century School**
1995,1996 State	53.1	Martin
	52.9	Alamance-Burlington, Bertie, Caswell, Richmond, Wilson
	52.7	New Hanover, Wilkes
	52.5	Hoke
	52.3 52.1	Jones, Northampton, Robeson Lexington City, Vance
	51.9	Edenton/Chowan, Halifax
	51.7	Nash-Rocky Mount
	51.1	Thomasville City, Tyrrell
	50.7	Anson, Hertford
	50.1	Shelby City
	49.7	Warren
	48.5	Wayne Academy**
	48.1	Cape Lookout Marine**
	47.3	J.H. Baker Jr High**, Weldon City
	47.1 46.9	Pamlico
		Alpha Academy**, Washington
	45.9	Crossroads Charter**
	45.7	Kennedy Charter**
	45.3	Provisions Academy**
	45.1	C.G. Woodson**, Lakeside School**
	43.3	Grandfather Academy**
	*	Omuteko Gwamaziima**

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^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Append Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Table 32. 2002-03 End-of-Course Multiple-Choice Test Results Physical Science -- Mean Scale Score by LEA (Maximum=89)

Mean Score	2003 LEA Performance
64.7	Kannapolis City
62.9	Woods Charter**
61.3	Cherokee
	Carteret
	Hertford
	Stanly Craven, Transylvania
	Clinton City
	Lincoln
59.7	Ashe, Newton Conover City
59.5	Camden, Johnston
	Clay, Swain
58.7	Chapel Hill-Carrboro City, Cleveland, Thomasville City
58.5	Burke, Union
	Pitt, Wayne
57.9	Alexander, Alleghany, Catawba, Onslow, Rutherford, Scotland
57.7	Franklin, Pender, Randolph, Surry
57.5	Caldwell, Dare
	Buncombe, Henderson, Kings Mountain City, Stokes, Tyrrell
	Davie, Mitchell
	Currituck, Wilkes Gates, Madison
	Davidson, Jackson, Sampson
	Gaston, Iredell-Statesville, Mount Airy City, Yancey
	Cabarrus, Columbus, Greene, Lexington City, Montgomery, Polk
55.9	Chatham, Elkin City
55.7	Guilford, Haywood, McDowell
	Beaufort, Duplin, Harnett, Moore
	Crossnore Academy**, Rowan-Salisbury, Wake, Wilson
	Laurinburg Charter**, Lee, Richmond Brunswick, Durham, Robeson
	Cumberland, Graham, Granville, Jones, New Hanover, Rockingham, Watauga
	Person, Wayne Academy**
54.3	Winston-Salem/Forsyth, Yadkin
54.1	Bladen, Martin
53.9	Mooresville City
53.7	Bertie, Edenton/Chowan, Lenoir
53.1	Community Partners High**, Hickory City, Orange, Whiteville City
52.9	Warren
52.5	Northampton
52.3	Charlotte/Mecklenburg
52.1	Alamance-Burlington, Pamlico, Weldon City
	Asheville City, Elizabeth City/Pasquotank
51.5	Asheboro City
51.3	Caswell, New Century School**, Roanoke Rapids City
51.1	Anson
50.9	Halifax, Vance
	Cape Lookout Marine**, Shelby City
50.5	Hoke
48.9	Nash-Rocky Mount
48.7	Laurinburg Homework**, Washington
47.9	Kennedy Charter**, Perquimans
47.7	Crossroads Charter**
	Lakeside School**
46.1	C.G. Woodson**, Provisions Academy**
*	Carter Community**, East Wake Academy**, Grandfather Academy**, Hyde, J.H. Baker Jr High**, Macon,
	64.7 62.9 61.3 61.1 60.9 60.5 60.3 60.1 59.9 59.7 59.5 58.9 58.7 58.5 58.1 57.9 57.7 57.5 57.3 57.1 56.9 56.7 56.5 56.3 56.1 55.9 55.7 55.5 55.3 55.1 54.9 54.7 54.5 54.3 54.1 53.9 53.7 53.1 52.9 52.5 52.3 52.1 51.7 51.5 51.3 51.1 50.9 50.7 50.5 48.9 48.7 47.9 47.7 47.5 46.1

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Prepared by the NCDPI Division of Accountability Services/Testing Program.

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Table 33. 2002-03 End-of-Course Multiple-Choice Test Results Physics -- Mean Scale Score by LEA (Maximum=87)

State	Mean Score [†]	2003 LEA Performance
	64.7	Kannapolis City
	62.9	Woods Charter**
	61.3	Cherokee
	61.1	Carteret
	60.9	Hertford
2002,2003 State	60.7	·
	60.5	Stanly
	60.3	Craven, Transylvania
	60.1	Clinton City
	59.9	Lincoln Aska Newton Consum City
	59.7 59.5	Ashe, Newton Conover City Camden, Johnston
	•••	
	58.9	Clay, Swain
	58.7	Chapel Hill-Carrboro City, Cleveland, Thomasville City
	58.5	Burke, Union
	58.1	Pitt, Wayne
	57.9	Alexander, Alleghany, Catawba, Onslow, Rutherford, Scotland
	57.7	Franklin, Pender, Randolph, Surry
	57.5	Caldwell, Dare
2000 2001 State	57.3 57.1	Buncombe, Henderson, Kings Mountain City, Stokes, Tyrrell
2000,2001 State 1999 State	56.9	Davie, Mitchell Currituck, Wilkes
1999 State	56.7	Gates, Madison
	56.5	Davidson, Jackson, Sampson
	56.3	Gaston, Iredell-Statesville, Mount Airy City, Yancey
	56.1	Cabarrus, Columbus, Greene, Lexington City, Montgomery, Polk
	55.9	Chatham, Elkin City
	55.7	Guilford, Haywood, McDowell
	55.5	Beaufort, Duplin, Harnett, Moore
	55.3	Crossnore Academy**, Rowan-Salisbury, Wake, Wilson
	55.1 54.9	Laurinburg Charter**, Lee, Richmond Brunswick, Durham, Robeson
	54.7	Cumberland, Graham, Granville, Jones, New Hanover, Rockingham, Watauga
	54.5	Person, Wayne Academy**
	54.3	Winston-Salem/Forsyth, Yadkin
	54.1	Bladen, Martin
	53.9	Mooresville City
	53.7	Bertie, Edenton/Chowan, Lenoir
	53.1	Community Partners High**, Hickory City, Orange, Whiteville City
	52.9	Warren
	52.5	Northampton
	52.3	Charlotte/Mecklenburg
	52.1	Alamance-Burlington, Pamlico, Weldon City
	51.7	Asheville City, Elizabeth City/Pasquotank
	51.5	Asheboro City
	51.3	Caswell, New Century School**, Roanoke Rapids City
	51.1	Anson
	50.9	Halifax, Vance
	50.7	Cape Lookout Marine**, Shelby City
	50.5	Hoke
	48.9 48.7	Nash-Rocky Mount Laurinburg Homework**, Washington
	47.9	Kennedy Charter**, Perquimans
	47.7	Crossroads Charter**
	47.5	Lakeside School**
	46.1	C.G. Woodson**, Provisions Academy**
	*	Carter Community**, East Wake Academy**, Grandfather Academy**, Hyde, J.H. Baker Jr High**, Macon,
		Omuteko Gwamaziima**

^{*}Data are not reported where the number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

The North Carolina State Testing Results, Preliminary Report, 2002-03

Table 34. 2002-03 End-of-Course Multiple-Choice Test Results U.S. History -- Mean Scale Score by LEA (Maximum=88)

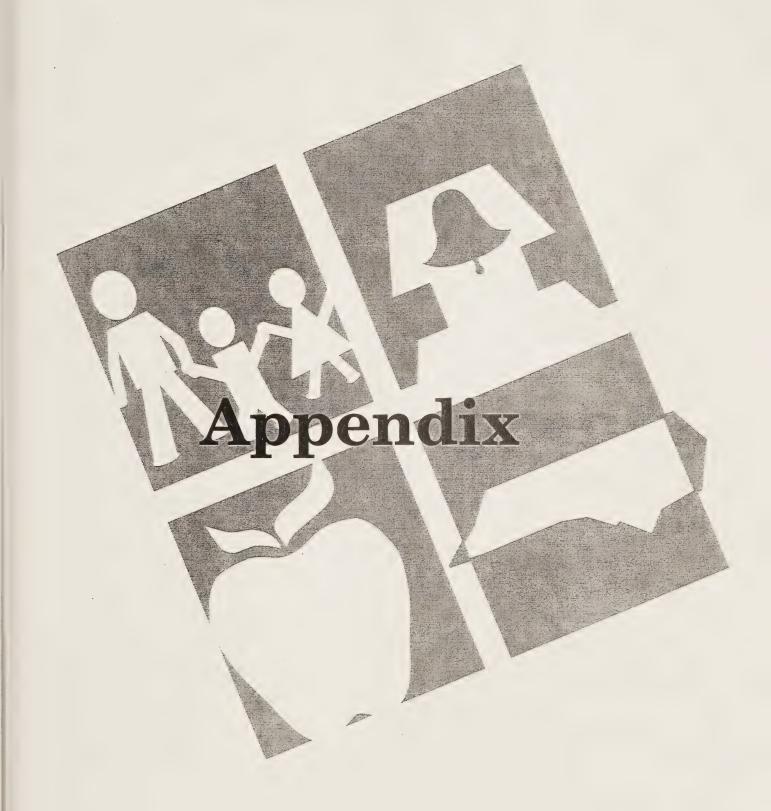
State		History Mean Scale Score by LEA (Maximum=88) 2003 LEA Performance
	67.5	Raleigh Charter HS**
	64.5	Madison, Thomas Jefferson**
	62.5	Chapel Hill-Carrboro City
	•••	
	61.7	Avery, Transylvania
	60.7	Henderson
	60.1	Wake
	59.7	Burke, Lincoln, Pender
	59.5	Woods Charter**
	59.3	Cleveland, Craven, Yadkin
	59.1	Chatham, Laurinburg Homework**, Lee
	58.9 58.7	Buncombe, Johnston, Kannapolis City, Orange Asheville City, Carteret, Davie, Edgecombe, Mitchell, Stanly
	58.5	Camden, Haywood, Kings Mountain City, Montgomery, Moore, Union
	58.3	Graham, Swain
	58.1	Ashe, Durham, Mooresville City, New Hanover, Newton Conover City
	57.9 57.7	Cabarrus, Clay, Gaston, Guilford, Hyde, Pitt, Wilkes Davidson, Macon, Pamlico
2003 State	57.7 57.5	Alleghany, Charlotte/Mecklenburg, Watauga, Wilson
	57.3	Clinton City, Granville, Randolph, Sampson, Whiteville City, Winston-Salem/Forsyth
	57.1	Asheboro City, Currituck, Onslow, Surry
1000 2001 5	56.9	Beaufort, Bladen, Jackson, Polk, Rutherford, Wayne
1999,2001 State 2002 State	56.7 56.5	Brunswick, Cumberland, Edenton/Chowan, Elkin City, Hickory City, Iredell-Statesville, Scotland Caldwell, Cherokee, Harnett, Mount Airy City, Rockingham, Yancey
1995,1996,1997,1998 State		Catawba, Thomasville City, Warren
	56.1	Columbus, Gates, McDowell, Person, Shelby City
2000 State	55.9	
	55.7	Rowan-Salisbury
	55.5 55.3	Alamance-Burlington, Alexander, Greene, Roanoke Rapids City, Robeson Lenoir, Richmond
	55.1	Stokes .
	54.9	Dare, Duplin
	54.3	Community Partners High**, Jones, Lexington City, Perquimans
	54.1	Martin
	53.9	Hoke, Nash-Rocky Mount
	53.3	Franklin, Tyrrell
	53.1	Elizabeth City/Pasquotank, Washington
	52.3	Northampton
	52.1	Caswell
	51.9 51.7	Bertie, Vance Crossnore Academy**
	51.7	Hertford
	51.1	River Mill Academy**
	50.9	Anson, Kestrel Heights**
	50.7	Provisions Academy**
	50.5	Laurinburg Charter**
	50.1	East Wake Academy**, Guilford Charter**
	49.5	Cape Lookout Marine**
	49.3	New Century School**
	49.1	Halifax
	47.7	Weldon City
	47.5	Wayne Academy** Crossroads Charter**
	47.3	
	46.9	J.H. Baker Jr High**
	44.9	Kennedy Charter**
	*	Grandfather Academy**, Lakeside School**

^{*}Data are not reported where the number tested is fewer than five.

^{**}Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

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List of North Carolina Charter Schools, 2002-03

A Child's Garden School

Alpha Academy

American Renaissance Charter School American Renaissance Middle School Ann Atwater Community School

Arapahoe Charter School Arts Based Elementary

ArtSpace Charter School (formerly Cheshire)

Bethany Community Middle School

Bethel Hill Charter School

Brevard Academy

Bridges

Cape Fear Center for Inquiry

Cape Lookout Marine Science High School

Carter Community School Chapel Hill Free Academy Charter Day School Chatham Charter School

CIS Academy Clover Garden

Community Partners High Crossnore Academy Crossroads Charter High Dillard Academy

East Wake Academy

East Winston Primary School

Engelmann School of the Arts and Sciences Evergreen Community Charter School

Exploris Middle School Forsyth Academies

Francine Delany New School for Children Gaston College Preparatory (GCP)

Grandfather Academy Gray Stone Day School Greensboro Academy

Guilford Charter School (formerly Guilford-

Haliwa-Saponi Tribal

Healthy Start Academy Charter Elementary School The New Dimensions School

Highland Charter Public School Hope Elementary School Imani Institute Charter School John H. Baker Jr. High School Kennedy Charter School Kestrel Heights School

Lake Norman Charter School Lakeside School

Laurinburg Charter School

Lincoln Charter School
Magellan Charter School

MAST School

Maureen Joy Charter School

Metrolina Regional Scholars' Academy

Millennium Charter Academy Mountain Discovery Charter New Century School Omuteko Gwamaziima Orange Charter School Phoenix Academy

Piedmont Community School PreEminent Charter School Provisions Academy

Quality Education Academy
Queen's Grant Community Schools

Quest Academy

Raleigh Charter High School

Research Triangle Charter Academy

River Mill Academy (formerly River Mill Charter) Rocky Mt. Prep. Sch. (formerly Rocky Mt. Public)

Rowan Academy Sallie B. Howard School

Sandhills Theatre Arts Renaissance School (STARS)

SPARC Academy

Sterling Montessori Academy

Success Institute

Sugar Creek Charter School Summit Charter School

The Carter G. Woodson School of Challenge

The Children's Village Academy
The Community Charter School
The Downtown Middle School

The Franklin Academy

The Laurinburg Homework Center Charter School

The Learning Center

The Mountain Community School The New Dimensions School The Woods Charter School

Thomas Jefferson Classical Academy

Tiller School

Torchlight Acad. (formerly N.E. Raleigh Charter Acad.)

Union Academy Vance Charter School

Washington Montessori-A Public Charter School

Wayne County Technical Academy

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